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ABSTRACT

This report concerns the establishment and development of the British Open University. Contents include the descriptions of: the development of the institution; staffing the open university; development of the Milton Keynes Campus; undergraduate course development; regional organization; demand for open university courses; development, production, and distribution of course materials; support systems and records; student services; finance; and external relations. Appendices include membership of the various planning committees, statement of accounts, and research grants awarded. The text is accompanied by tables. (Author/PG)

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THE EARLY DEVELOPMENT OF

THE OPEN UNIVERSITY

THE OPEN UNIVERSITY

Report of the Vice-Chancellor

January 1969-December 1970

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PREFACE

The Charter lays upon me the duty of making an Annual Report to the Council on the working of the University. It has been agreed that this Annual Report should be made in September each year and should deal with the preceding calendar year, which is also our academic and financial year and should accompany the audited accounts for that year. This Report covers, however, the whole period between the publication of the Report of the Planning Committee and the award of the Charter in June 1969 and, in addition, the remainder of 1969 as well as the whole of 1970. It thus fills the gap between the Planning Committee's Report and my next Annual Report which will deal with the first full year of operations, namely 1971.

During this period a new institution has come into existence. It has been a time of excitement and fascination as well as of frustration and disappointment. The rewards for those of us who have watched over the emergence of the University have been great.

I have tried, in this Report, to capture something of the excitement and the enthusiasm of these years and to illustrate the guesswork and faith that has been necessary in making decisions where no precedents existed and where facts were few and far between. Such success as we have had has been due to the dedication and determination – and in many cases the gross overwork – of all the staff and of many others in related organisations and offices who have worked with the staff. I thank them all.

1 September 1971

WALTER PERRY,
VICE-CHANCELLOR

I THE DEVELOPMENT OF THE INSTITUTION

The period under review is the gestation period of a wholly new kind of institution. In consequence, I have tried to write a chapter of history rather than a formal recitation of facts. As the story unfolds the mistakes will be as obvious as the successes; and the present pattern, largely unforeseen at the outset, will gradually emerge.

The Planning Committee

The publication in January 1969 of the Report of the Planning Committee marked the end of the first two phases of the University's development. The first phase, one of political development, started when the idea of a 'University of the Air' was first publicly suggested by Mr Harold Wilson in a speech in Glasgow in 1963, and culminated in the White Paper of February 1966 reporting the decisions of the Parliamentary Committee under the Chairmanship of Miss Jennie Lee (now Baroness Lee of Asheridge) and recommending the creation of the Planning Committee. The membership of the Planning Committee is given in Appendix I.

The second phase, that under the direction of the Planning Committee, was one of academic rather than political endeavour. The Planning Committee under its Chairman, Sir Peter Venables, took what was only an idea, and in eighteen months of intensive and careful examination, produced a sketch plan which, while it left the University itself to prepare the detailed blue-prints, still contrived to include all the main outlines that were required for a decision.

The Early Months of 1969

The Report of the Planning Committee was, indeed, accepted immediately by the Government of the day, and, during the subsequent months of spring 1969 the embryo University began its precarious existence. It was the creature of the Planning Committee and was heavily dependent upon the Department of Education and Science for every kind of assistance since it had neither administrative staff, nor an independent budget, nor even a separate identity. Essential services were provided by officials seconded from the Department of Education and Science and the University owes a great deal to their help in those early days.

Throughout this period there was, of course, continued political debate about the new University. The Report of the Planning

Committee, although accepted by the Government, was not then accepted by the Opposition, so that the future of the University remained uncertain. This problem is discussed in more detail in Chapter XII where the effects of the uncertainty are examined.

Despite uncertainty, however, plans went ahead at a rapid pace. The Secretary of the University and I began work on 1 January 1969 and in consultation with the Planning Committee, became immersed in the problems of staffing (Chapter II) of accommodation and buildings (Chapter III) and of course design (Chapter IV).

The Charter of The Open University

The Planning Committee completed, during the early months of 1969, its draft of a Royal Charter for The Open University. After the completion of all necessary discussions, the Charter was given the Royal Assent on 30 May 1969 and the Open University became an autonomous and independent institution.

The Council of the Open University, constituted under the Charter, convened for the first time on 26 June 1969 and, on the previous day, the Planning Committee was formally dissolved.

The first Officers of the University named in the First Schedule of the Charter were:

Chancellor – Lord Crowther, MA, LLD, DSc(Econ), DLitt

Pro-Chancellor – Sir Peter Venables, PhD, DSc, FRIC

Vice-Chancellor – Walter Perry, OBE, MD, DSc, FRCPE, FRSE

Treasurer – Sir Paul Chambers, KBE, CB, CIE

Secretary – A. Christodoulou, MA

At a ceremony held in the rooms of the Royal Society on 23 July 1969 the Charter was formally presented to the University by Sir Godfrey Agnew, Clerk of the Privy Council; thereafter, Lord Crowther of Headingley was installed as the first Chancellor of the Open University by the Vice-Chancellor.

The Council and Advisory Committees of the Council

The University has been most fortunate in the composition of its Council as laid down in the Charter. The membership (a maximum of thirty-nine) is of manageable size and is drawn from a wide variety of public institutions. It is consequently broadly representative of those segments of the general public with a legitimate interest in the future of the University. The membership of the Council is given in Appendix II.

We have been doubly fortunate in that those individuals appointed

to the Council by the various nominating institutions have, by their wisdom and knowledge, contributed very greatly to the development of the University through its first two years. The fact that no fewer than twelve of the first members of the Council had also served on the Planning Committee added a welcome and valuable degree of continuity.

Whenever a completely new idea is translated into an institution there are always large numbers of people who feel that they could make significant contributions to its design and structure. This fund of interest and ideas must be tapped not only for the potential good of the institution but also because failure to do so involves a considerable loss of goodwill. The Open University has been fortunate in attracting very much more interest than most new institutions. Many consultations had been held by the Planning Committee with such interested groups, but the new University wished to maintain and extend these contacts. It was, therefore, the intention from the outset to create a number of Advisory Committees to the Council.

It proved administratively impossible to create all the necessary Advisory Committees at once, but over the period under review all the immediately important ones have been constituted. A list of the Advisory Committees and their membership is given in Appendix III to this Report.

The Senate and its Infra-structure

The Senate, as established by the Charter, consists of certain members *ex officio*, all members of the full-time academic staff and appointed members up to a maximum of twenty per cent of the total membership. At the time the Charter was granted, ideas about the probable number of full-time academic staff were nebulous and it was therefore left open for the Senate itself to reduce its size at any time by Ordinance.

By the end of 1970 the number of full-time academic staff had grown to 116 (see Figures 1 and 2, pp. 11 and 12) so that the potential size of the Senate was about 150. Furthermore it had been realised that the term 'academic', while it had a clearly recognisable meaning in the established universities, was much less specific in the peculiar circumstances of the Open University. Thus the tutorial and counselling duties of the regional staff were not 'academic' in our context. Problems of this kind had thus, even as early as September 1970, led to the establishment of a working group to review the structure and function of the Senate and its committees.

It was also realised at an early stage that in a rapidly developing and highly innovatory institution, serving on a national rather than on a local or regional scale, there would be even less place than usual for slow and inefficient forms of government and of decision-making. To reconcile the need for rapid decision with traditional university democracy is indeed a continuing problem.

One attempt at reconciliation was the evolution of organs of 'University' government to bridge any gap between the Senate and the Council as the traditional dual statutory governing bodies. The key organs of this University government were, first, a day-to-day management group, called the Vice-Chancellor's Committee, which was given authority by both the Council and the Senate to take policy decisions when these were needed for urgent executive reasons; and, second, a Planning Board, representative of both the Council and the Senate and charged by both with long-term planning and the allocation of resources. These organs of University government have played major roles in the development of the Open University. But over the first two years it has become increasingly obvious that they are not adequate; in consequence, the current review of the structure and function of the Senate referred to above is to include a study of this infra-structure.

The Academic Advisory Committee

The Charter created an Academic Advisory Committee charged essentially with 'keeping under review the standard of the education provided in the University and of the degrees awarded by the University'. This Committee was established by the Privy Council in October 1969 and first met on 14 January 1970. An Interim Academic Advisory Committee had met in September 1969. The membership of the Interim and of the substantive Academic Advisory Committee is given in Appendix IV.

The Academic Advisory Committee has met on four occasions in 1970 and has provided extremely valuable help in defining in all appropriate ways the academic standards of the University. Although the appointment of an Academic Advisory Committee has become a standard practice in establishing new British universities it is, perhaps, unusually pertinent in the case of an innovatory institution to draw attention to the safeguards which this Committee, composed of distinguished members of the British academic community and given a statutory academic responsibility, affords to the world – and to future graduates and employers in particular – of the quality of the degrees of the Open University.

Partnership with the BBC

Passing references are made in this Report to various of the contributions made by the BBC to the planning and development of the University. From this it must be clear that the role of the Corporation is a very real and integral one and that through the course teams the two institutions have developed an identity of purpose without losing their individuality. It is yet another example of practical effort overcoming theoretical problems. The precise nature of the educational partnership between the University and the BBC was the subject of full and detailed discussions between the Planning Committee and the Corporation during the years of preparation. The main terms of the agreement reached in these discussions, on production staffing and resources, transmission hours and times, copyright ownership and total costs, are described in the Planning Committee's Report while in a key passage of its Appendix the important question of educational responsibility is described as follows:

> 'The radio and television programmes, required by the University and provided by the BBC, are to be planned on the basis of an educational partnership between University and BBC staff. In practice, this partnership will extend over the whole range from the conception of the course to the final production of the programmes. The success of this partnership rests on the recognition by both parties that, while effective education is the overriding objective, and the ultimate responsibility of the University under its Charter, each has a specific professional role to play. The University will prescribe the academic objectives and general character of the broadcasts, in relation to the other component parts of each course, while the BBC will provide the necessary presentation and production skills. In the overlapping area – where the interrelationship of content and presentation is worked out – a reasonable degree of flexibility on both sides is essential in order to secure the proper concern of the academic staff and the fullest use of the experience of the broadcasting staff.'

II

Staffing the Open University

II STAFFING THE OPEN UNIVERSITY

In this, my first Annual Report as Vice-Chancellor, I must, at the start of this chapter on staffing, pay a most sincere tribute to all the staff of all grades, full-time and part-time, for the unstinting way in which they have laboured throughout to ensure the survival and the success of the University. There can seldom have been a more dedicated and determined team. Certainly there has never been a more overworked one. The spirit of the institution is called to my attention by almost every visitor to the campus and indeed to Regional Offices and individual Study Centres. It is a remarkable tribute. I can only record my own lasting indebtedness and my great good fortune in having such colleagues.

The Initial Staff in January 1969

The Planning Committee, as they reported in January 1969, appointed me as Vice-Chancellor in June 1968, the appointment dating from January 1969. In consultation with me the Planning Committee also appointed the Secretary of the University, Mr A. Christodoulou, with effect from the same date; and, furthermore, made appointments during 1968 to six posts of Directors of Studies, although the individuals concerned took up office at various dates between 1 February 1969 and 1 September 1969.

Thus, at the start of 1969, there were in office, only four members of the staff of the Open University: the Vice-Chancellor, the Secretary of the University, one administrative assistant and one personal secretary. Even at that time the routine work of the office and the servicing of the Planning Committee and its various sub-groups demanded a much larger staff, which was provided throughout the whole period until the grant of the Charter, by secondment from the Department of Education and Science. All of us who were in post during this period would like to pay tribute to the work of Mr D. V. Stafford who acted as Secretary of the Planning Committee, and to the wise counsel provided by Mr R. Toomey who acted as the Assessor of the Department on the Planning Committee.

The Academic Staff

In the last months of 1968 I had, in consultation with the Planning Committee, tried to determine the necessary full-time staff required for the planned production of the courses that had been decided

upon for the early years. In doing this it was quite essential to lay down the basis upon which appointments would be made. In consequence it was agreed that all the conditions of service should be made as nearly identical to those obtaining in other universities as was consistent with the different nature of the tasks to be performed. In essence this meant that academic staff must have similar opportunities for private study and research, and similar back-up facilities to those normally provided; and that, in consequence, a larger full-time staff was required than had previously been imagined.

Having determined the basic conditions of employment of academic staff, it was necessary to estimate their average productivity in terms of course materials and in an entirely novel situation. Various attempts were made, based upon a unit of one week's work for a student, and with what, in retrospect, were wholly erroneous ideas of what the volume of one unit would turn out to be. As a result we have already had to make significant changes, namely to increase the academic staff numbers and to reduce the planned rate of course production. In January 1969 we were, however, working on a basis of recruiting, over a two-year period, four members of the academic staff in each of twenty-two disciplines. The basic group of four academic staff in each discipline was, at that time, considered adequate to provide for the necessary course production, allowing each member of staff proper opportunity for private study and research. Four was also considered to be a minimum number to provide for cross-fertilisation of ideas within the discipline.

During the late months of 1968 advertisements drew applications for the first wave of academic and administrative appointments. At that time public uncertainty and academic scepticism about the future of the University were such that there were serious misgivings about the response that the advertisements would evoke. It was all the more gratifying that, in the event, each post advertised drew, on average, some forty applicants almost all of whom were serious well-qualified candidates and many of whom were of quite outstanding quality.

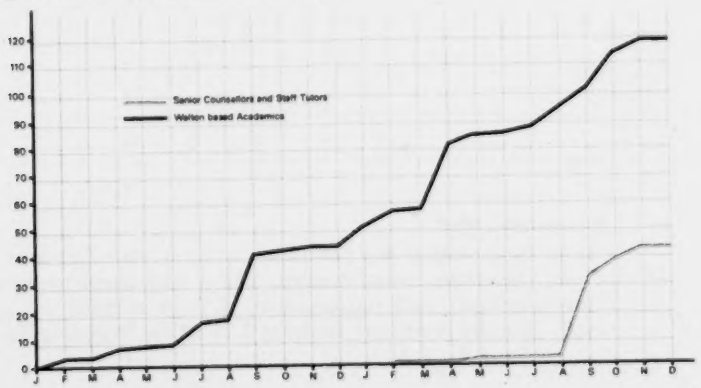
On the academic side the numbers of applications were in some respects a considerable embarrassment. For just over thirty posts there were more than 1,200 candidates; and I, the only academic member of staff in post, came from a discipline, indeed from a faculty, not represented amongst the vacancies. The Directors of Studies, already appointed but not yet in post, helped greatly by spare-time work and we were all gratified to find that those senior colleagues in other universities whom we approached were, almost

without exception, prepared to give of their time and advice to help the new University select its first group of professors and lecturers. These generous gestures were, at that time of uncertainty, particularly heart-warming to those of us already committed.

As a result of the appointments made in the early months of 1969 the University was able to plan on the basis of having some forty senior staff in post in September 1969 when serious work on foundation course planning began.

The second wave of academic recruitment was bi-phasic and was timed so as to double the number of staff by September 1970 when work was expected to begin on the second year of course production. The advertisement campaign for these posts began in the autumn of 1969 and was renewed early in 1970. The two faculties which were not offering courses in 1971, namely Technology and Education, recruited all their basic staff in this single wave. By the time that second wave recruitment began, the atmosphere was considerably easier in the sense that there was less academic scepticism, although public doubt remained (see Chapter XII). Thus there was an even larger average number of applications for each post and, in many instances, an even higher average quality of applicant. On the other hand, there was, by that time, an adequate staff to organise selection procedures in a normal way. There was, as a result of the 1970 wave, a very marked increase in the total full-time academic staff by September and October 1970. A graph showing the growth of the academic staff over the two-year period is shown in Figure 1.

FIGURE 1 ACADEMIC STAFF RECRUITMENT
JANUARY 1969–DECEMBER 1970



Since course production began seriously in September 1969 it has become increasingly obvious that the demands upon academic staff were underestimated and that the volume of course material that they can produce is lower than was guessed, and varies very considerably by faculty. Many of these differences are subtle, some are evanescent, most are hard to quantify. But one has remained constant, namely the extra demand upon staff imposed in the science-based disciplines primarily by the need to provide students with a Home Experiment Kit. The design of the kit, the construction and elaboration of suitable experiments, and the continued monitoring of these processes has imposed much additional labour. This extra demand has been recognised by the provision of extra staff to these disciplines; but, wherever possible, the additional staff have been appointed on short-term contracts rather than on tenure, since we could not be certain that these additional demands would continue indefinitely. A table showing the full-time staff by faculty at January 1971 is given in Figure 2.

FIGURE 2 NUMBER OF FULL-TIME STAFF BY FACULTY AT JANUARY 1971

Faculty, etc.	Deans/ Directors	Professors	Readers and S/Lecturers	Lecturers	Sec., Tech. & Admin. Staff	Total
Arts	1	4	5	11	9	30
Social Sciences	1	4	6	10	10	31
Educational Studies	1	2	1	5	5	14
Mathematics	1	3	5	9	11	29
Science	1	4	8	9	18	40
Technology	1	4	2	8	9	24
Institute of Educational Technology	1	1	2	6	5	15
Total	7	22	29	58	67	183

Consultant Staff

At an early stage of the planning process it was often held that the Open University would operate with a very small nucleus of full-time academic staff supported by a large number of consultant staff. (See, for example, Chapter VII of the Planning Committee

Report.) In this way really expert opinion could be made available and really outstanding teachers used in the production of course materials. As time went on it became increasingly apparent that this system had two shortcomings: first, that to achieve continuity within a course the full-time academic had to spend almost as long (estimated at seventy-five per cent) briefing a consultant as he spent in producing the material himself; and, second, that Nobel prize-winners are not necessary, nor are they necessarily efficient, in the teaching of first-year courses. Thus the tendency has been to use predominantly full-time staff in the production of the foundation courses.

Nevertheless a number of contributors (acting as consultants in this sense) have been employed, and in a number of ways. Many have contributed to the television and radio programmes associated with each course unit. Others have been used to assess the written correspondence texts prepared internally; and yet others to prepare independent sections of written work. An idea of the extent of this outside assistance in the production of the foundation courses can be gained from the summary in Figure 3.

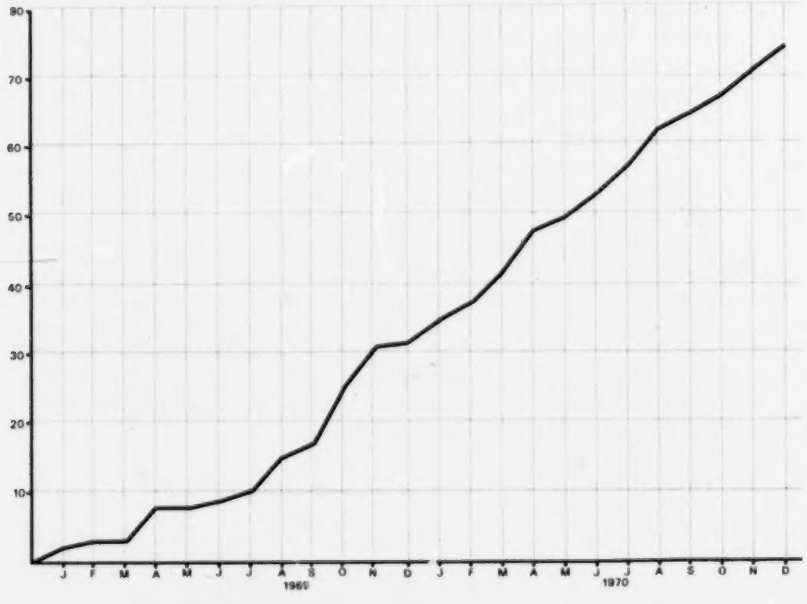
FIGURE 3 NUMBER OF OUTSIDE CONTRIBUTORS TO FOUNDATION COURSES

Component	Number of outside contributors
Television	80
Radio	94
Correspondence texts	32
Total	206

Fees have, of course, been paid for all such services; but we are nevertheless most grateful to all those who have helped us in this way over the whole period.

The University was also fortunate in being able to attract two eminent visitors to help us over more prolonged periods. The first of these was Mr Howard Sheath, Director of the External Division of the University of New England in Armidale, New South Wales. Mr Sheath spent three months in summer 1969 with us and made an invaluable contribution to the early planning phase. Later in 1969 we secured the help of Dr Charles Wedemeyer, Professor of

FIGURE 4 ADMINISTRATIVE STAFF RECRUITMENT: JANUARY 1969–DECEMBER 1970



Education in the University of Wisconsin, who also spent a period with us studying our early efforts and making searching criticisms and sound suggestions for improvement. Their help was enormously valuable to us.

A further arrangement should, perhaps, be mentioned under this head: the engagement during the two-year period of the services of two consultant firms. One, Urwick-Diebold, was widely used for the development of the data-processing operations. The other, Instructional Systems Associates, gave considerable help in developing the University systems, especially in relation to academic schedules and educational technology. Both contributions are discussed further in subsequent chapters.

Administrative Staff

Alongside the development of the academic faculties, and indeed of the regional and operational staff, there has been a continuing

need for administrative services. The growth of the administrative staff is shown in Figure 4.

The essence of a good and efficient administrative service is, of course, that it is invisible and intangible. Its duties are everything and nothing. In consequence my report will make little mention, under specific heads, of the administrators except in highly specialised areas such as the Admissions Office. This absence of remark is, in fact, to be construed as a compliment; and this section must suffice for the record of my thanks and the gratitude of my academic colleagues for two years of selfless and devoted service from the administrative staff of all grades.

Operations Staff

It is very difficult to draw a clear line of demarcation between what is administration and what is operations so that an arbitrary distinction has been made. Thus the data-processing and correspondence handling sections have been allocated to administration; but media development and production, publishing and marketing have been allocated to operations. A discussion of the operations staffing is incorporated in Chapter VIII.

Regional Staff

In its Report the Planning Committee outlined its conception of the Open University's regional organisation as the basis of local tutorial and other services to students and of their corporate life as members of the University. The regional organisation was to be the responsibility of the Director of Studies, Local Centres and Tutorial Services. He was to be assisted by Regional Directors, each of whom would be responsible, within his particular region, for the recruitment and supervision of part-time tutors, for the arrangement of residential vacation courses, for the development of a student counselling service, and for the establishment of local viewing centres. In the words of the Report: 'It will be upon the success of the Regional Directors that the corporate spirit of the University will largely depend '.

The Director of Studies took up his position on 1 February 1969. By the end of 1970 he had, in his central office, a supporting staff of eight. His first months were taken up with the appointment of directors for each region and with establishing initial liaison with universities and their extra-mural departments, local education authorities, the WEA and other agencies and institutions of higher and adult

education. The goodwill towards the Open University revealed in these first contacts was but one indication of the co-operation that the Regional Directors were to receive in negotiating generally for part-time tutorial and other services for the future students.

The post of Regional Director, as with so much else in the Open University, has no precedent in traditional university education. The Regional Directors who were finally appointed from among several hundred applicants brought collectively a wealth of experience in universities, polytechnics, colleges of education, extra-mural departments, the WEA, local education authorities and educational broadcasting. By September 1969 all but one of the appointments had been made, the last post being filled in November.

The supporting staff for each Regional Office has gradually been built up over the period of this Report. The total staff in each office is summarised in Figure 5.

A further group of full-time regionally-based staff had to be recruited. These were the full-time Staff Tutors and Senior Counsellors to supervise their respective part-time colleagues. This recruiting operation was in itself a major undertaking. In the space of some five months a corps of fifty-six full-time Staff Tutors, each responsible for part-time tutors in a particular faculty in each region (and collectively qualified to cover the range of academic disciplines in all four faculties), together with twenty-six Senior Counsellors, of wide enough educational experience to guide part-time counsellors in their novel role, had to be selected from a large

FIGURE 5 NUMBER OF REGIONAL OFFICE STAFF AT DECEMBER 1970

Region & Office	Director	Assistant Director	Administration	Clerical	Total
01 London	1	1	2	8	12
02 Oxford	1	1	2	11	15
03 Bristol	1	1	2	7	11
04 Birmingham	1	1	1	8	11
05 Nottingham	1	1	1	8	11
06 Cambridge	1	1	3	6	11
07 Leeds	1	1	1	6	9
08 Manchester	1	2	4	14	21
09 Newcastle	1	1	1	7	10
10 Cardiff	1	1	1	5	8
11 Edinburgh	1	1	3	9	14
Headquarters	1	1	3	4	9
Total	12	13	24	93	142

number of applicants. For many Regional Offices the addition of these extra staff meant the seeking of larger premises, and, for some time, the setting-up of a sub-office. By September 1970 most of these appointments had been made and a conference of Regional Directors, most of the Senior Counsellors and many Staff Tutors was held to introduce them to the next stage of the operation, namely the briefing of part-time tutors and counsellors and their allocation to students and to Study Centres.

The role of Senior Counsellor is a novel one. He would have to co-ordinate and supervise the part-time counsellors, organise the local Study Centres, help in the training of part-time staff, arrange courses for students and staff, and assist in the running of the residential Summer Schools. He must act for the Regional Director in maintaining effective working relationships with principals of colleges, local education authorities, university extra-mural departments and the WEA. He might, if he has any time left over, want to follow up his own specialist interests in studying or improving student services, institutional records or social effects of the new University.

Staff Tutors too were without parallel in existing institutions. Their role was to be a dual one linked both to a Region and to the central campus. On the one hand they would be concerned with the tutorial arrangements for students in their Region. On the other they were to be concerned with advising the course teams, on the basis of their direct experience with students and part-time tutors, on the effectiveness of the courses and the various teaching methods. Since many of the University courses are interdisciplinary in nature it was desirable for Staff Tutors to have an interest in and knowledge of more than one general subject field combining depth in their own specialisation with breadth of outlook. In addition this *rara avis* needed to be interested in the teaching of his subject, and to have an imaginative approach to the problems of tutoring courses for a wide range of students of differing backgrounds, a flair for administration and, of prime importance, a concern for academic communication.

Part-time Staff

It was always recognised that direct contact with students would be primarily dependent upon the part-time staff of the University, and two separate functions for them to subserve were generally defined. The first consisted of the provision of a counselling service, that is of advising students in general terms about the pattern of their studies, the regulations of the University, the way to work at

home, how to get library books and so on. Although this was a well-recognised function in adult education it was not familiar to most academics. The second was the academically familiar tutorial function. Initially the intention was to provide subject-specialist tutors only on a correspondence basis, since the logistic problem of arranging face-to-face tutorials seemed insuperable. Subsequently a need was recognised for some 'remedial' face-to-face tutorials, and in the planning period, this service was gradually extended.

It furthermore became clear that tutorial help in a foundation course could not always be provided by a single tutor; for example, the multi-disciplinary course in science called for tutors in physics, chemistry, biology and geology. Thus the complexities of providing tutorial help grew with the development of the course.

When in the summer of 1970 a campaign to recruit part-time staff was set underway, we were seeking to fill nearly 5,000 vacancies. These were broken up as shown in Figure 6 which also gives the number of applications received.

FIGURE 6 NUMBER OF PART-TIME POSTS AND APPLICANTS

Post	Appointed	Applicants
Counsellor	1,131	3,673
Correspondence tutor	2,140	4,471
Class tutor	1,590	4,152
Total	4,861	12,296

This encouraging response to the University's needs, mainly from teachers of high quality throughout the United Kingdom, was of critical importance; it offered the opportunity of bringing students into closer association with correspondence tutors than would otherwise have been possible; it enabled Regional Directors to arrange regular class tutorials in most, if not all, main Study Centres; and it ensured that the plans for a counselling service based on the Study Centre could be put into operation.

Most part-time staff were drawn from the full-time staff of universities, polytechnics, technical colleges and colleges of education. Figure 7 shows the proportionate distribution based on a sample analysis of 930 staff.

Great care was taken to ensure that the maximum load of work that was permitted to fall on any part-time member of staff did not exceed ten per cent of a notional full-time commitment. It was

FIGURE 7 SOURCE OF PART-TIME STAFF

Institution or other origin	Percentage
University	19
College of Education	13
Polytechnic	13
Technical College	8
College of Further Education	8
Secondary School	7
Government Research Institute	2
WEA and Extra-Mural	2
Industry	2
Local and Central Government	1
Other	17*
No reply	8

hoped that, by this decision, primary employing authorities would be satisfied that we were not making untoward demands nor impairing the efficiency of their staffs.

Conditions of Service and Welfare

Staff were engaged on conditions of service that were described in broad outline in their letters of appointment. Through the whole of 1970 we struggled to arrive at detailed conditions of service for all the many different categories of staff. For some we succeeded; for others we are still trying, but hope to complete the exercise in 1971.

Various schemes have been introduced for the benefit of staff during the period under review. On the social and recreational side a Club, open to all members of staff, was created.

Planning for Club activities had started before the move from Belgrave Square, for once the University moved to Milton Keynes there would be a large and sudden influx of new staff – particularly in the secretarial and clerical grades – and it was important to promote as soon as possible a community of interest and sense of common purpose. Happily, a generous benefaction from the Aneurin Bevan Memorial Trust enabled the former dark and cob-webbed cellars of Walton Hall to be transformed into three attractive Club Rooms – bar, games-room and lounge – which were

*e.g. housewives, retired persons, postgraduate students and part-time employees of the institutions listed above.

occupied in March 1970. These rooms, all too small for the growing number of staff, have nevertheless provided a focus for the activities of the Club. There have been social, recreational and cultural activities seeking in various ways to draw together the several categories of staff and their families and to provide a range of amenities for them. In addition the Club has taken an interest in the wider responsibilities of the University and as occasion has offered has sought to establish friendly contacts with members of the general public and other institutions in the area.

III

The Development of the Milton Keynes Campus

III THE DEVELOPMENT OF THE MILTON KEYNES CAMPUS

The Days at Belgrave Square

The Planning Committee had been provided by the Department of Education and Science with accommodation at 38 Belgrave Square, S.W.1 and, after the grant of the Charter, the University continued to rent this accommodation which thus became the first home of the new institution.

It soon became apparent that, even by September 1969, these premises would be inadequate to house all the staff that would then be in post. The search for alternative premises was thus an urgent one from the outset.

There was, within the Planning Committee, a strong view that the University should continue to be sited in London as this offered the considerable advantages of easy proximity not only to Alexandra Palace and other BBC premises, but also to a wealth of library and audio-visual resources. On the other hand the disadvantages were many – primarily the cost of land and buildings and the virtual impossibility of acquiring adequate space for later and unforeseeable development – and eventually outweighed the advantages.

Nevertheless the Belgrave Square premises were retained for a period after the move to the permanent site to house certain departments such as the Regional Tutorial Services and Media Production, for which there was not at first the accommodation available on campus, together with the London Regional Office. There will undoubtedly long be a select group of staff who can look back with a certain nostalgia to the 'old days' in these first palatial premises.

Choice of a Permanent Site

The choice of a permanent headquarters for the Open University was governed by the decision that television programmes should be produced at the Alexandra Palace Studios (for which the BBC would renew the lease on behalf of the University), and the radio programmes in the BBCs central London studios. This meant that the headquarters would have to be within easy travelling distance of the capital. Other basic requirements were existing buildings that could be converted to form the nucleus of the campus, and sufficient space for future expansion.

After a number of sites had been examined, the University selected in March 1969, Walton Hall, a Georgian manor house in some seventy acres of ground about four miles from Bletchley, in

north Buckinghamshire. This site met the needs in terms of access to the BBC studios since there was an access point to the M1 within three miles, and a regular fast train service from Bletchley to Euston.

Although the Walton area is as yet entirely agricultural, it lies within the area designated for a new city, to be called Milton Keynes of 250,000 people. The University will not, however, be swallowed up by new developments; it lies on the edge of a projected linear park, which runs north to south through the city between the River Ouzel and the Grand Union Canal. The site itself is leased from the Milton Keynes Development Corporation from whom the manor house was purchased.

The First Development Plan

The University appointed Fry, Drew and Partners as their Architects late in February 1969. The association has been a happy one, and the University owes a great deal to their imagination, versatility and expedition. The architects and the officers of the University worked swiftly to produce the first development plan for the University on its new site, which was approved by the Planning Committee in March 1969.

This first plan comprised a building programme in four phases which are detailed in tabular form in Figure 8.

The reasons for the order of the phases were complex. The first essential was to provide office space and a refectory for the staff in post in September 1969; the refectory was essential since the campus is in the heart of rural England and there were no neighbouring restaurants. The office space had to be convertible, as other buildings went up, to the long-term needs of one particular group of staff and the arts-based facilities were chosen since their accommodation needs were simplest. The Science Preparation Laboratories had to be available early in 1970 since they were vital to the design of television demonstrations which had to be started in the spring of 1970. Similarly, the second essential was to provide the operations centre by the latter part of 1970, since the University could not begin to function in January 1971 without these facilities. Phase III of the plan although urgent had to take priority after the first two phases. Phase III was to provide science-based staff with research laboratories and all staff with a library; these were the facilities for private study that were promised in the conditions of service under which they were recruited. Phase IV had an altogether different timing. The studios were needed to replace Alexandra Palace when the lease expired in 1977, and residential accommodation for postgraduate students and visitors was not an immediate necessity.

FIGURE 8 THE OUTLINE BUILDING PROGRAMME

Phase	Building	Starting date	Scheduled completion date
I	Arts Faculties Building	March 1969	September 1969
	Catering Building	May 1969	October 1969
	Walton Hall Conversion	July 1969	November 1969
	Science Prep. Labs.	September 1969	April 1970
II	Operations Centre:	January 1970	December 1970
	Computer Block		
	Administration Block		
	Correspondence Services Block		
	Media Block		
III	Library	January 1971	—
	Science Faculties Building	January 1971	—
IV	Studios	Unspecified	—
	Residence	Unspecified	—

The general site development plan that was evolved early in 1969 to provide these necessary buildings is shown in Figure 9.

Phase I Buildings

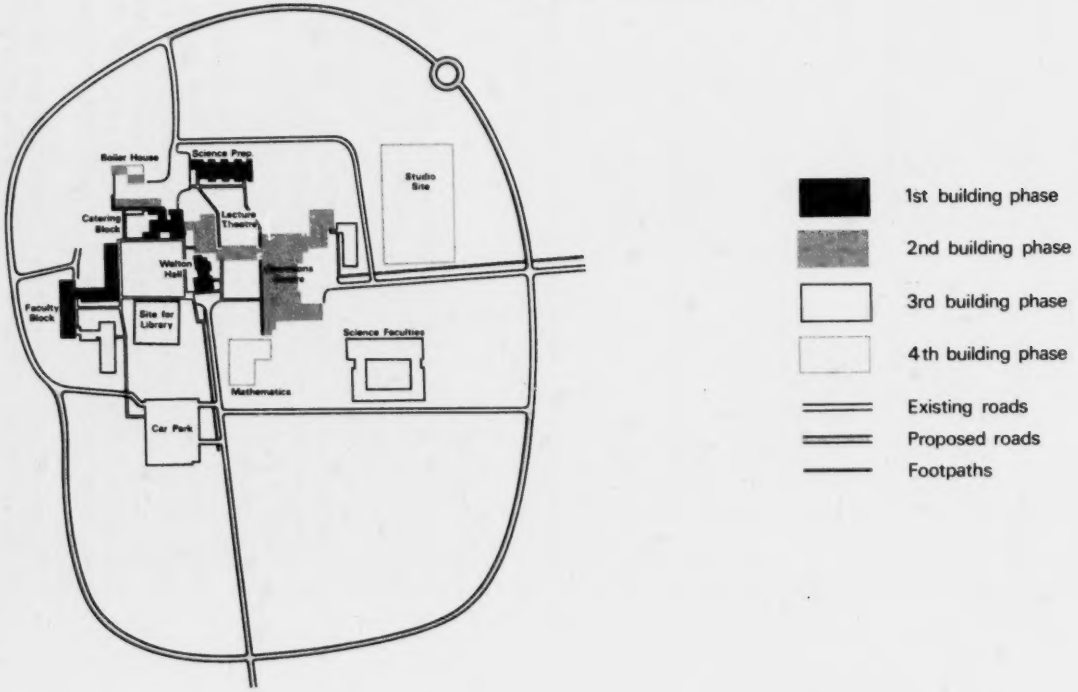
Design of the Phase I buildings began immediately the site had been selected. On the advice of the architects it was agreed to attempt to build permanent buildings and not temporary ones. In view of the extremely tight deadlines the University obtained permission from the Department of Education and Science for a negotiated contract with Y. J. Lovell (Southern) Ltd. The University was again fortunate in its choice, and owes much to the co-operation of this company.

The Arts Faculty Building, planned in the incredibly short time of five weeks, was built in only five months; work started in April 1969 and the building was occupied in September of the same year.

The other Phase I buildings followed at almost the same speed. The Catering Building became available by the end of October 1969, and the Science Preparation Laboratories were occupied at the end of April 1970.

The other project in the Phase I programme was the conversion and modernisation of Walton Hall. This work, entrusted to J. W. Faulkener & Sons Ltd., was completed in September 1969.

FIGURE 9 THE GENERAL SITE DEVELOPMENT PLAN



These Phase I buildings were officially opened by Admiral of the Fleet Earl Mountbatten of Burma on Monday, 18 May 1970, and the many guests were given a first opportunity to see the Open University in its permanent headquarters.

Phase II Buildings

Despite the completion of Phase I, accommodation soon became a major problem. The original estimates of staff numbers had proved to be unrealistic. Although most of the academic and administrative departments transferred from Belgrave Square to Walton Hall in September and October 1969, Regional Tutorial Services and Media Production had had to remain in London. Arrangements were made to supplement the accommodation available on the campus by leasing temporary accommodation in neighbouring villages. The number of these 'outstations' quickly grew – 'The Mount' and 'Five Acres' in Simpson, Walton Manor and the New Cottages at Walton. The difficulties became such that they led to a Senate decision that staff should be kept together so far as possible to facilitate the cross-fertilisation of ideas between faculties. The result was the rapid development of a 'hut encampment' of temporary buildings in one corner of the site, housing the Finance Office, Stores, the Faculties of Science and Technology and the Student Computing Service.

The second phase of building for the Operations Centre began in January 1970. This involved, apart from stores, garages and a central boiler house, a large complex of buildings to house the Secretariat, Registry, Finance Office, Data Processing Office and Computer, Regional Tutorial Services headquarters, Media Production, Media Development, Audio-visual services and Correspondence Services. Many of the specialist staff whose departments were contained in this complex were not yet in post, and difficulties were therefore experienced in laying down the detailed specifications. Despite this, and despite complications due to later changes in design and to the addition of a common room and squash courts financed by a generous private endowment from the Benton Foundation, most of the buildings were able to keep to schedule. By the end of 1970 the offices of Data Processing, the Registry, and the operational areas of Media Production and Correspondence Services were in the hands of the University.

Phase III Buildings and the Revised Development Plan

The general re-examination of public expenditure instituted by the new Government in the summer of 1970 inevitably brought about

delays and consequent modifications in Phases III and IV of the proposed building programme. Furthermore other modifications became increasingly necessary as growth of the University revealed the adjustments necessary in the forecasts of staff numbers and operating needs. A revised version of the building programme thus began to emerge towards the end of 1970 and its latest form is set out in Figure 10.

It is a pleasure to record at this stage the remarkably swift development of the site through the hard work and co-operation of all concerned – the officers of the Department of Education and Science, the architects and their consultants, the contractors and the members of our project committees who devised the schedules of accommodation.

FIGURE 10 THE REVISED BUILDING PROGRAMME

Phase	Building	Starting date	Scheduled completion date
I	Faculty Building	March 1969	September 1969
	Catering Building	May 1969	October 1969
	Walton Hall conversion	July 1969	November 1969
	Science Preparation Laboratories	September 1969	April 1970
II	Phase II Complex consisting of:	January 1970	
	Correspondence Services Block		October 1970
	Registry Block		December 1970
	Data Processing Block		December 1970
	Computer Block		January 1971
	Media Block		February 1971
	Secretariat Block		March 1971
	Photographic Block		July 1971
	Lecture Theatre		December 1971
III	Extension and Alterations to:		
	Catering Building	March 1971	May 1972
	Extension to Faculty Building	April 1971	December 1971
	Operations Centre Extensions	September 1971	May 1972
	Library	June 1972	June 1973
	Science and Technology		
	(2 Blocks)	October 1972	October 1973
	(1 Block)	April 1973	October 1974
IV	Mathematics	March 1973	March 1974
	Studios	August 1974	April 1976
	Residence	April 1974	October 1975

IV

Undergraduate Course Development

IV UNDERGRADUATE COURSE DEVELOPMENT

Planning Committee Recommendations

It is, perhaps, worth recapitulating what were the main recommendations of the Planning Committee in relation to the development of undergraduate courses which were described in full in Chapter VI, paragraphs 54–67 inclusive of their Report. The degree, it was stated, should be 'general' rather than 'special', making no attempt to compete with established universities in the provision of the laboratories and libraries of specialist schools. Students should have a maximum choice of subject and provision should be made through the Foundation Courses for those with widely varied preparative backgrounds. Degrees should be offered both with and without honours and should be acquired by the accumulation of 'credits' in individual courses. Courses should last for one year and should be offered at at least three levels, including the 'foundation' level. Courses should use correspondence material as a nucleus for an integrated series of TV and radio broadcasts, of discussion groups and of short residential courses. The progress of students should be monitored by continuous assessment.

These then were the bare bones, the skeleton of the undergraduate programme that was envisaged by the Planning Committee. The University was faced with the need to put flesh upon the bones and to do so in time to begin teaching students in January 1971.

Undergraduate Degrees and Regulations

Acceptance of the deadline of starting the first courses in January 1971 led to a number of associated time-tabling decisions. Amongst these was the decision that applications from would-be students must begin in January 1970, so that the first Prospectus of the University had to be issued before the end of 1969. In turn, copy for the printer had to be finalised by October 1969, so that all regulations governing the award of degrees had to be drafted and agreed by then. When it is realised that very few of the academic staff were in post until September 1969, the urgent nature of the problem will be apparent.

It was decided by the Senate in September 1969 that only one undergraduate degree would be offered. This decision was taken because it was considered that real flexibility of choice of courses by the student would soon disappear if multiple degrees, each with

its own constraining regulations, were to be introduced. It was also agreed, after prolonged debate, that the single degree should be a Bachelor of Arts. This decision was in some respects an agonising one, for the advantages in industry of a degree in science or technology were appreciated, and the BEd degree for teachers had also become the generally accepted pattern. Nevertheless there were ancient and honourable precedents for the single degree, common to all faculties, and the advantages of flexibility were seen to outweigh the disadvantages.

As members of the academic staff were recruited it became more and more clear that there was a need to modify the proposals of the Planning Committee in one very real sense, namely, that specialist courses in individual disciplines would be demanded in addition to the more general and interdisciplinary courses originally conceived. There emerged a pattern of four 'levels' of course including the 'foundation' level; and regulations were drafted in such a way as to require at least two credits at third or fourth level to qualify for a degree with honours. In this way, the Senate considered, students while still as free as possible to choose their courses of study, would have to show grasp of their chosen subjects in depth before qualifying for an honours degree.

The Equivalence of the Open University Degree with other BA Degrees

It was clearly recognised from the outset that the Open University BA degree must be, and must be seen to be, equivalent in standard to other first degrees of the United Kingdom.

Two obvious safeguards were built into the system by the Charter: first, the creation of the Academic Advisory Committee described in Chapter I and, second, the need for the appointment of external examiners to control the award of all individual credits. A list of the external examiners appointed for the first year examinations is given in Appendix V. To satisfy both of these safeguards, it was, of course, necessary to devise courses of appropriate length and intellectual demand.

The common English pattern of undergraduate degrees does not make use of a credit system. Furthermore, it provides in most cases, for three-year honours degree programmes and, where offered, for three-year non-honours general degree programmes. This pattern seemed to offer little to the Open University but the typical Scottish university degree pattern seemed much more promising. In Scotland students typically go to University a year younger than in England

and with school qualifications in a wider range of subjects studied at less depth. Consequently their first year university courses are not so advanced and an honours degree takes four years to complete. Moreover, a credit system has been in operation for many years although not known by this name. We therefore borrowed from Scottish university experience and used it, moreover, as one yardstick in the comparison of standards.

Typically an 'ordinary' degree (i.e. a non-honours degree) could be obtained in a Scottish university by passing in a minimum of seven courses of study, five of them at 'first' level and two at 'second' level. Each course lasted one academic year, and the timetable allowed up to three courses to be studied concurrently. The length of the academic year was formally 28–29 weeks, but the last few weeks of the summer term were typically free of new teaching, so that the teaching year might average twenty-six weeks.

The Open University course was to last for thirty-six teaching weeks. How much time, then, must a part-time student spend each week in order to experience the same sort of challenge and load that would fall on a student in Scotland? Since a full-time student might be expected to work a forty-hour week, and since he could study three courses concurrently, each course might be held to call for thirteen hours work a week over twenty-six weeks – a total of 338 hours. Consequently a part-time student who spent ten hours a week over a thirty-six-week period would be held to be getting through at least as much work. This was the basis upon which our courses were developed.

Because each course was to require at least ten hours work a week, it was agreed that, normally, no part-time student would be permitted to study more than two courses concurrently. Furthermore it was confirmed that the number of course credits to be required should be six for a non-honours degree. But, whereas in Scotland, five of the seven credits would be 'first' courses, only two of the six required Open University courses could be 'foundation' courses. With the addition of the required residential Summer Schools to the thirty-six-week courses, it was held by the Senate and agreed by the Academic Advisory Committee that the proposed degree structure was equivalent to that of other comparable degrees.

Performance in a course was to be judged in a number of ways. There would be, from the nature of the correspondence course, a much more elaborate continuous assessment than was normal in the established universities. If the integrity of every student could be relied upon, this continuous assessment would be the best and most efficient index of performance. But standards must be seen to

be maintained; and in consequence, assessments by more conventional methods both at the Summer School and at the end of the course would be included. These arrangements were approved by the Senate and by the Academic Advisory Committee. They are currently being operated and are subject to approval in detail by the external examiners for each course.

It is thus clear that every effort has been made to achieve equivalence with other comparable degrees. The fear is that standards will be set too high in this necessary attempt to ensure equivalence; but any suspicion of an 'easy degree' would be quite disastrous for the institution and, more important, for its graduates.

The Concept of the Course Team

'Interdisciplinary courses, like genius, are 99 per cent perspiration and 1 per cent inspiration.' The Planning Committee's original plan that the four Faculties of Arts, Social Sciences, Mathematics and Science should each offer an interdisciplinary foundation course provided the academic staff, new to the Open University, and, in most cases, to the idea of correspondence teaching, with an almost superhuman task. To write a fully integrated course in their own subject putting together correspondence text, broadcast programmes, set books and background reading into one coherent whole would have been difficult enough; to provide an interdisciplinary course on the same basis, and one which had moreover to be at one and the same time comprehensible to students with 'A' levels and to those with no formal education since the age of fourteen was indeed a fantastically difficult demand. And not only had the course to be written, it had to be written between the arrival of the first staff in September 1969 and the admission of the first students in January 1971. Few people would voluntarily go through that experience again. From the beginning there was an obvious shortage of staff, particularly in the Faculties of Science (where the staff had to design and prepare a Home Experimental Kit and televised experiments) and Mathematics (suffering, like all employers of mathematicians, from an inability to fill all the vacant posts).

The method of course production has been generally the same in all faculties and involves the concept of the 'course team'. The team is composed of the relevant members of the academic staff, the appropriate production staff of the BBC and educational technologists. These last are drawn from the Institute of Educational Technology created within the University (see below). The course team is responsible to the Senate for the syllabus, the detailed

content and the design of the integral parts of the course. Thus the BBC producers have a voice, as do the academics, in the overall content of the course as well as in the decision about what elements of the course call for presentation by television or by radio; and both groups have the advice of experts in the methods of presentation which can best assist in the teaching/learning situation. Throughout, the aim has been for the course team to begin by defining its objectives and thereafter to set about meeting them.

The success of the course team concept has been very great. The different teams evolved in very different ways, but all have been remarkably free of one of the major difficulties experienced in harnessing the media to the service of education, namely the conflict that can so easily arise between two creative artists: the academic author on the one hand and the broadcasting producer on the other. These conflicts are common where prior consultation is inadequate; they have been rare where, as the course teams provide for, there has been continuous consultation from the outset. The teams first produced outline plans of the course, which were approved by the Academic Advisory Committee before being included in the first prospectus published in late 1969. These outlines were subsequently expanded to spell out the contents of the course week by week, and the task of sketching out the teaching material for each individual week of the course was distributed among the course team members. Typically each 'unit', each week's work, included a correspondence text, a TV broadcast and a radio broadcast.

The next step in development was the production of unit sketches, which related the correspondence teaching material to the broadcasts, and spelt out what each was to do. This outline sketch subsequently developed into an actual word-by-word draft, to be criticised in detail by the whole course team. The final version would then follow, ready for the developmental testing described in the next section.

On a more mundane and practical level the course team was also responsible for maintaining a firm schedule of course preparation. In an institution like the Open University, where the courses are all prepared in advance for dissemination through the mail and by broadcasting, all teaching material must be completed and handed over for 'production' at least fourteen weeks in advance of their actual posting and transmission. To persuade academic staff, used to finishing the preparation of a lecture only the night before giving it, to accept and follow such schedules was a very difficult task, and the course teams have been vital to its accomplishment.

Developmental Testing

Although the 1971 students will, in a sense, be 'guinea pigs' in that they will be the first 'live' students testing out a completely new system of higher education, the course materials they will use in their studies will have already been tested several times in an attempt to produce as well-developed and complete a teaching package as possible.

First, all course materials have been approved by the course teams as a whole. This has meant that material prepared by, say, a physicist, has been examined not only by his fellow physicists, not only by the other academics from cognate science disciplines, but also by the BBC and IET staff members of the course team. These latter have played a far from passive role and became closely involved in the general work of the course team. Criticism of teaching material has not been slow in forthcoming, and many drafts have been consigned to the waste-paper basket as new and better ways of presenting the material have evolved out of the discussion. Much of the written course material has also been submitted for external assessment to distinguished authorities on the subject in question. Those who have acted in this capacity have taken the task extremely seriously. Their comments have been full and perceptive and our materials have been greatly improved as a result of their efforts.

The penultimate stage in the developmental testing process was the submission of units to 'guinea pig' students, who were asked to work through the material, submitting assignments – as in the case of ordinary students – and also commenting upon the material, the time taken to work through a unit and the degree of difficulty. These studies began in the spring of 1970 and continued throughout the year. In several cases these students came from neighbouring educational institutions which co-operated with the University in this project. The results of this testing were very interesting – for example, many units in both the Science and Mathematics Foundation Courses were found to be significantly overloaded. The result was considerable pruning and amendment. The Mathematics Course Team re-designed the workload so that there would be four 'rest' units in the course, the intention being that these, together with the 'natural' breaks of Easter, Spring Bank Holiday and Autumn Bank Holiday, would provide a rest period every five or six weeks.

The final stage in the development process will only be reached in 1971. No course is perfect, no course will ever be perfect. But if, in the light of student performance and comment, amendments can

be made to the course materials, the students of later years will find an improved course. This process of evaluation and improvement will be continuous; so that a process of improvement and development will characterise all the University's courses.

Foundation Course Production

The course teams to be responsible for the first four foundation courses were appointed by the Senate in September 1969. As new members joined the staff they were, wherever appropriate, added to the existing course teams which were still at work at the end of the period under review. While the four teams all adopted similar general principles there were significant differences in approach between faculties.

The Arts Course Team aimed at a survey of all the Humanities. This was to be achieved by a general introduction, followed by a specific introduction to each of the disciplines; the course would then conclude with a number of chronological case studies, culminating in an eight-week case study of industrialisation and its impact on culture in Britain in the middle and later part of the nineteenth century. Extensive use would be made of the question and response presentation, space being left in the text after a question for a student to insert his answer before moving on to further material.

The Social Sciences Foundation Course, *Understanding Society*, posed the question 'Why do men live in societies?', to be taken up by each of the constituent disciplines in turn and to conclude with a truly interdisciplinary finale where a modern phenomenon, the population explosion, would be examined in detail.

The Science Foundation Course has attempted a completely interdisciplinary approach, with the subjects of biology, physics, chemistry and earth sciences examined as a single pattern and the various laws of nature providing the unifying theme to what is too often a fragmented approach to the natural sciences.

The Faculty of Mathematics moved furthest away from the general pattern. All the other faculties made a greater or lesser use of set books, either to amplify points made in the correspondence material, or to set the basic theme around which the correspondence unit was developed. But mathematics prescribed only one set text, intended essentially as an introductory work. Unable to find suitable books to prescribe, the course team decided, in effect, to write their own book by preparing correspondence material which would stand on its own as an independent teaching instrument. Response from 'guinea-pig' developmental testers seemed to indicate that this was the correct decision to make.

One problem which all faculties had to face was the preparation of material suitable, on the one hand, for students who had recently left school with 'A' level qualifications and, on the other, for students who had had no formal education since they left school at the age of fourteen many years previously. Mathematics and science solved this difficulty in a similar manner. Where any prior knowledge of mathematical principles was assumed 'refresher' booklets were prepared, giving a crash course in the elementary principles of the appropriate branch of mathematics. Students could be sent an introduction to these booklets containing simple exercises; if a student was unable to complete them, he would be advised to apply for the relevant 'refresher' booklet, free of charge. Science solved the same problem by a different tactic, namely by providing students with supplementary introductory material incorporated within the regular correspondence material.

All faculties would cater for the most able students by the simple expedient of referring the student to further reading. In the Science Foundation Course, some further more advanced supplementary material was prepared for despatch to students with the regular correspondence material, and it was hoped that early study of this material would assist those students who wished to proceed in 1972 to the Second Level Science Courses. With most faculties, however, further reading involves the study of background material – books and articles recommended for the benefit of the student who wishes to study a particular aspect of his subject in greater depth.

The use of broadcasting in the foundation courses varies considerably among faculties. The science course uses television to provide a very necessary substitute for normal laboratory experience (actual practical work is to be provided during the Summer School) and this aspect of the work is so critical that students unable to see the programmes on BBC 2 or on film in Study Centres, were strongly recommended not to enrol for the course. Mathematics uses television to illustrate concepts and problems broached in the textual material and extensive use is made of animated diagrams and computer animations. The remaining course teams have to a large extent used television and radio to fortify the ideas outlined in the correspondence teaching, and to present these from a different angle, particularly with a view to helping those students who learn more quickly from the visual medium than from the printed word.

In addition to the broadcast and correspondence materials (a feature of all the foundation courses), other media were employed. The Arts Foundation Course includes two supplements of full colour reproductions which are required in the art and history section,

and each student received a gramophone record of works played on the University harpsichord by the Reader in Music, and another record of readings in literature.

Elementary computation will be taught to mathematics students as an integral part of their course; theory is thus not separated from practice. About one hundred Study Centres throughout the country (that is roughly forty per cent) are equipped with a computer terminal linked through the GPO telephone network to a computer, either at Walton Hall or in Newcastle. A student will thus be able to run his own programme on the computer, and receive criticism and comment on its accuracy. Those unable to reach a computer terminal will be able to write their programmes and send them by post to Walton Hall for encoding and running on the computer.

Another major innovation is the use by the Science Course Team of a Home Experiment Kit. The kit was devised by the team to enable the student to carry out, at home, a range of experiments to illustrate fundamental problems of science. The development of the kit has brought out many fascinating facts. Perhaps the most striking of these is the degree to which costs can be reduced by large orders. Thus several items of equipment were acquired at under half the normal price because no less than 7,000 of each were ordered; and this price reduction may subsequently be passed on to other institutions. A second feature of the kit is that it illustrates that experimental science *can* be studied at home. And, finally, the possibility of having socially interesting observations concurrently made by 7,000 individuals scattered all over the country has raised all sorts of fresh ideas; one such observation, to be made in 1971, is the level of sulphur dioxide in the atmosphere – a study in pollution that may, in itself, be of importance.

The Academic Work-load

The academic staff were engaged on the understanding that they would have a normal proportion of time to devote to private study and research. It was pointed out that facilities for this would take time to provide and that it must be expected, on the basis of the experience of other new universities, that the burden of teaching would be particularly heavy in the early years. This prognostication has been amply confirmed.

The early estimates made, for planning purposes, of the 'productivity' of academic staff turned out to be very wrong. The difficulties of preparing multi-media multi-disciplinary courses were appreciated but were seriously under-estimated; and, further-

more, the high standards demanded by the staff – perhaps largely because their work would be open to the scrutiny of their colleagues in universities generally as well as of their students – had not been clearly anticipated. The correspondence course materials are, in the event, much more of the quality of textbooks than of lecture notes and take correspondingly longer to prepare. Thus, while one academic member of staff in a conventional university may be responsible in any one year for teaching one course for, say, ten weeks, in the context of the Open University, he can produce no more than two to four weeks work for an undergraduate.

There are, in addition, variations in productivity between faculties; in science the design of the home experiments is unique to that faculty while in mathematics there are particular requirements of the student computing services. Such differences between faculties were reflected in the provision during 1969 and 1970 of additional staff to meet the special needs.

Nevertheless the overall staffing situation was such that the work-load was very heavy. This manifestly cannot continue. The provision of extra staff is not necessarily the answer. In the first place there would be consequent intractable demands for extra space; in the second the cost of teaching our students would rise and our very great advantage of comparatively low costs would be eroded. The alternative is a reduction of load. This has already been organised in part by a change in the rate of course production. But stringent limits to this kind of solution are set by the overriding need to offer existing students a reasonable choice of second and subsequent level courses. The other possibilities are to make more use of consultant staff to help write the course materials – and this, fortunately, is more appropriate as the courses become more advanced – and to rely more heavily upon existing published textbooks and less upon specially written correspondence material which, again, is more easily done as courses become more advanced. In consequence it may remain possible to operate within our present permanent resources and at the same time reduce the teaching burdens upon the staff, thus freeing them to such an extent as to provide opportunities for private study and research.

Second Level Course Teams

During the latter part of 1970, when work on the foundation courses was still actively in progress, a start was made on the planning of the courses to be offered in 1972. Most of these were second level courses to follow the four foundation courses in the

Faculties of Arts, Mathematics, Science and Social Science. But, in addition, two more faculties were to enter into the picture, namely Educational Studies which planned to produce second level courses especially for teachers who had taken one or more of the existing foundation courses, and Technology which planned to offer its own foundation course and to take part, often in association with Science and Mathematics, in the production of inter-faculty interdisciplinary second level courses.

In creating the first four courses it was quite impracticable to determine in advance any norms for the physical nature of the course materials. We had no experience, for instance, of the number of pages or of illustrations in a weekly correspondence package, of the costs of printing with one or two columns or in one or four colours. Course teams were thus left virtually free to develop the materials as best they could. Over the period under review we learned a very great deal about the cost of production. As a result all second level course teams have been issued with a set of constraints imposed by the needs of resource planning and allocation. The constraints vary very considerably from one faculty to another depending on the particular nature of the course; and much choice is given to the course team to vary the mix so that, for example, a gramophone record could be provided for students by cutting down on the number of coloured illustrations. After prolonged debate these constraints were accepted and are being operated in second level course production.

Copies of Audio-visual Course Material

There was a great deal of anxiety in the early days of 1969 about the ways in which Open University courses could be made available to those who lived in parts of the country lying outside the range of BBC 2 television or VHF radio transmitters. For example some fifteen per cent of the population could not receive the BBC 2 signal.

All over the country, moreover, there were families whose television receivers were not adapted to receive BBC 2; and it was, in part, for this reason that it was decided that there should be Study Centres all over the country equipped with television and radio receivers so that students who lacked suitable equipment at home or who had families who wanted to watch other channels at the same time could see and hear our programmes at the centres.

It was not, of course, of much value to create Study Centres with receivers in areas where no signal could be received. And so the

need arose to supply such centres with recorded copies of the broadcast programmes. This was the minimum that would make it possible for students in those areas to follow our courses. It would, of course, have been attractive to supply all students with recorded copies but this was hopelessly expensive.

There was, moreover, a need for recordings even in those parts of the country where the broadcast signals could be received, so as to allow students an opportunity, as part of revision, to see programmes again; and so as to provide for those who through the demands of work or the occurrence of illness had missed both open circuit transmissions.

The problem of providing copies of recorded TV programmes turned out to be formidable. In 1969 the whole industry was alive with new developments in video-tape players and in a variety of new alternative systems of recording on tapes or discs. It proved impracticable to make a sensible selection from amongst those systems since many were not available on a commercial scale and the final public acceptability of all remained uncertain. As a result we opted, for the first years, to make our copies on film.

It was necessary to choose a film projector which could be operated in Study Centres by the students themselves without a technician present; and to choose, moreover, one that was robust and would stand up to rough handling. In the event we chose to use the Technicolor Back Projector which was cassette-loading and operated on a film-loop principle. Although the projector is fairly noisy and the picture small so that large audiences are not practicable the system seems to work reasonably well in practice.

Copies of all television programmes on such cassettes are provided in those Study Centres which cannot receive the BBC 2 signal on open circuit. In addition, four complete libraries of cassettes are held in each Regional Office and can be obtained by any Study Centre on demand. Similar arrangements are made for the supply, in this case to all Study Centres, of copies on audio-tape of all radio programmes.

It is essential, for academic reasons, that the television and radio programmes are integrated with the correspondence text material. Thus the recorded copies of each must be available in Study Centres at the same time as the broadcasts go out. This imposes a constraint on course teams because the production and distribution of copies takes many weeks. In consequence the production schedule must be well ahead of transmission with the result that the broadcast programmes can never be completely topical.

Institute of Educational Technology

The Planning Committee had foreseen the importance of educational technology in the Open University, not only in an advisory capacity to course teams by helping them to integrate the various media and evaluate the results in order to improve course production techniques, but also as collaborators in the development of the operations techniques and systems which would enable the University to deal with 25,000 students in a single year. Early in 1969 a firm of consultants, Instructional Systems Associates (ISA), was employed both to provide the necessary expertise until permanent staff could be recruited, and to advise the University on the appointment of such staff. The consultants were responsible for developing many of the Planning Committee's embryonic ideas regarding the role of educational technology in the University. In particular, they proposed the establishment of an Applied Educational Sciences Unit as an integral part of the academic structure, to advise continuously on the design of components in the instructional system and to evaluate the system's effectiveness. The University advertised in July 1969 for educational technologists to fill the first posts in the proposed unit. Most of the staff, including the Director, started work in January 1970.

During the summer of 1969 the University established another group, the Preparatory Course Research Unit, with the task of evaluating the courses of the NEC/BBC (see Chapter V, 'Preparatory Courses') to examine what could be learned from them for the University. On his arrival at the start of 1970 the Director was asked to consider the grouping together of the two units, along with auxiliary staff such as course assistants and editors. The idea was put forward of forming an Institute of Educational Technology, incorporating both course development and institutional research functions, and the Institute was established, by due process, in April 1970.

The staff of the Institute were involved in a wide range of activities during late 1969 and throughout 1970. One of their primary duties was to assist in the task of course development. Another major activity, involving the Preparatory Courses Research Unit, was a study of the effectiveness of the preparatory courses, and their potential role in relation to the Open University. Valuable contributions were also made towards the development of systems within the University, such as the admission and examinations processes. The most rewarding experience has perhaps been the way in which suggestions advanced by members of the Institute

have been readily adopted by course teams; what seemed new (and potentially dangerous) in 1969 had, by the end of 1970, become established practice.

Unfortunately, the University had not anticipated the effort required. Hindsight has shown that 1969 estimates of the required number of educational technologists for 1972 were inadequate. Early in 1970 it became apparent that even with increased manpower, the Institute of Educational Technology would have to place its main effort for the year in course development. New appointments were made with this in mind, the Institute of Educational Technology Course Team members were without exception subjected to more demands than they could possibly meet. Despite these heavy demands, however, plans were made for a substantial research effort into the effectiveness of the Open University method of teaching.

In February 1970 a broad plan for a comprehensive, seven-year evaluation research programme was drawn up. In brief, a properly structured and equipped computer data bank was proposed as a basis for three main studies, each of which had many facets. The first was a series of analyses of the mass of feedback data available in the University and the devising and execution of experiments depending on the results of the analyses. Data relating to different groupings of students were to be analysed as well as those relating to various segments of each course. The second main study was seen as a longitudinal survey of occupational mobility and of uses of leisure time and the mass media among our students over the seven-year period. This study was aimed at assessing in certain ways the impact of the University upon the students. The third main study was one of learning styles. It was suggested that if a manageably small number (six, say) of styles could be identified for the majority of our students, the University would not only have made a fundamental contribution to the field of education, but would also have a practical way of meeting the individual differences of the majority of its students. There would be a basis for devising alternative presentations of course materials.

Attempts to obtain outside finance for these studies have been only partially successful, perhaps because of the uncertain political climate at that time, but by the end of 1970, although the original ambitious plan for institutional research was by no means fully operational, some progress had been made. The data bank was not established but vital data that cannot ever be captured again was being collected from the first students. If in due course the funds for analyses of various kinds are made available, the data will be there,

and, furthermore, a number of modified research programmes were underway.

Mention should also be made of the diversity of tasks that IET members have been asked to undertake that are neither research nor service to a particular course. In such a highly innovative system as the Open University, the knowledge, skills and points of view of IET staff have been sought by groups in the University responsible for special areas such as examinations and assessments, scheduling of course production and deployment of media.

The University and the BBC: Broadcast Production

Considering the essentially novel form of this relationship between a university and a public broadcasting service, the partnership with the BBC has clearly worked with notable success in its first two years. Broadcasting staff have been appointed and trained; production facilities have been prepared and equipped; transmission times have been agreed; and a large number of programmes have been made, and some pre-tested. Naturally enough there have been differences from time to time, for example, over detailed time-tabling arrangements, legal liabilities or interpretations of cost; but these have all been resolved after frank exchanges and argument. Above all, working relationships at all levels have been friendly, vigorous and fruitful so that the University and the BBC look forward to the continuing partnership with confidence.

During the early stages of discussion it was agreed that the BBC should renew its lease of the Alexandra Palace, in North London, to provide a production centre for the University's television programmes, while the radio programmes would be produced in Central London studios. The BBC also decided during this time not to create new production departments for these programmes, but to call on the experience of its existing Further Education Departments in radio and television and to enlarge them appropriately to meet the rising production demands of the University from year to year.

Arrangements were made for an extensive conversion and re-equipment of one television studio at Alexandra Palace on which work began in 1969. Experienced production staff were appointed to senior posts in Radio and Television Further Education, with special responsibilities for Open University work. Junior production posts were publicly advertised and drew a large and highly qualified academic field from which the only appointment problem was one of having to reject so many suitable candidates. These new members of production staff were given a basic induction training and then

placed under the guidance of more experienced staff. A series of seminars was arranged to bring senior academic and BBC educational staff into a closer understanding. Course teams for the first four foundation courses began meeting during the autumn of 1969 about the time the television staff moved into temporary offices at Alexandra Palace. During the first few weeks of 1970 each of the foundation course teams conducted broadcast workshop exercises and made one or two pilot programmes, all of which were professionally discussed and some of which were discussed with potential students, as part of developmental testing.

By the beginning of May 1970 the studio and supporting services at Alexandra Palace were available on time and were officially opened. At this point programme production began in earnest; and the studio, from which the world's first public television programme had come became the home of this latest advance in educational communication. During the last eight months of 1970 more than 100 television programmes and many of the radio programmes were recorded for the foundation courses.

The number of programmes to be made in 1971 will be more or less double these figures. The total output will rise to a figure between 300 and 350 per year in each medium by 1972 and will probably level out at that figure. To make this possible, the television studio will move on to seven-day working in the spring of 1971 and will be used to absolute capacity.

V

Other Academic Matters

V OTHER ACADEMIC MATTERS

Preparatory Courses

The Planning Committee had given a great deal of consideration to the need for courses to prepare adults, whose formal education might have stopped at the age of fourteen many years previously, for study at university level. Nevertheless the University was faced, when considering how to satisfy this undoubted need, with two dilemmas. The first resulted from the belief, which I still consider correct, that it was necessary for the new institution to be seen to be capable of offering first-class university level courses before it could itself embark upon the creation of pre-university preparatory courses, however desirable; otherwise our reputation as a university would be in jeopardy. The obvious solution was to promote preparatory courses offered by other institutions; but this course of action involved us in the second dilemma. If the University were to 'recognise' such preparatory courses or, even more particularly, to offer admission to those who satisfactorily completed them, then it abandoned its principle of 'no formal entrance requirements'; yet, failure to recognise preparatory courses could seriously inhibit potential students from successfully attempting an Open University degree.

In the event the University published a policy statement about preparatory courses in February 1970 which is given in Appendix VI.

The National Extension College, Cambridge, which had been a pioneer in the introduction of integrated multi-media courses, offered to mount, in association with the BBC, in 1970 and 1971, three preparatory courses, in the arts, social sciences and mathematics respectively, which were termed 'Gateway Courses'. The University, while it had no responsibility for those courses, was consulted and provided what help it could, at that early stage, in defining the nature of its own foundation courses. It also provided grants to enable joint research programmes to be mounted to discover, from the students of the Gateway Courses, as much as possible about the successes and difficulties of these programmes in the hope that this information would significantly improve the design of the University's own foundation courses. These studies are still in progress.

Many other preparatory courses were offered by institutions all over the country. Some were independent conventional adult education courses; others were mounted as supplements to the BBC broadcasts of the Gateway Courses. We have, as we tried to in-

dicate in the policy statement referred to previously, welcomed all such efforts to increase the number of potential candidates for acceptance by the Open University. Indeed we see a continuing and extending need for such courses in the future.

Credit Exemptions

One subject not mentioned by the Planning Committee in its Report was the question of the exemptions to be allowed to students in recognition of earlier work. The credit system had been selected as a means of working towards a degree because it alone appeared to give the necessary flexibility of permitting students to interrupt their studies for domestic or work reasons, and to return to them at a later date without suffering any academic disadvantage. But the credit system has another great advantage – it permits students to be exempted from sections of the course because of earlier work completed in other institutions. The broad outlines of a credit exemption policy were agreed by the Senate and the Council in late 1969 in which a distinction was drawn between 'general' and 'specific' credit exemptions.

A 'specific' credit exemption was defined as exemption from the need to obtain a credit in one particular course and would be awarded to a student who had already successfully completed an exactly similar course in another institution. This is a relatively common practice in other institutions. The problem that faced us was, however, that the innovatory multi-disciplinary foundation courses that we were planning had few, if any, exact counterparts in other institutions, so that it seemed very improbable that we could offer, at least initially, any such specific credit exemptions.

'General' credit exemptions had, as their counterpart, the system, common in certain universities, of awarding 'advanced standing' – that is of admitting students direct to the second year of study of a three-year course on the basis of previous qualifications. 'Advanced standing' was not infrequently awarded even where the previous qualifications did not include courses exactly similar to those of the first year that was to be exempted; in such cases the award was based more on the general level of education achieved. In the Open University system is was possible to award one or more credits by such general exemption without specifying any particular courses from which the student was exempt. He would thus still be free to choose any courses he wished; but he would require only five or less credits for a degree rather than the basic six required of the student with no exemptions.

This is a very flexible system and as such is extremely attractive.

Nevertheless it is open to considerable misuse, and consequently requires very careful implementation.

The immediate need was to define certain basic principles. First amongst these was the decision that no student should be awarded more than a total of three credit exemptions, whether general or specific; thus all graduates must have obtained at least three credits by examination in the University. Second, it was decided that all students, however many exemptions were awarded, must take one foundation course in the University, but if more than one exemption was awarded then only one foundation course instead of two could be taken.

Once the general principles had been worked out, attention turned to the hardest part of the task – that of specifying which qualifications earned what exemptions. Such a process is fraught with difficulties and often provokes bitter controversy both with students and other educational institutions. The basic policy behind the decisions on individual qualifications is that one credit exemption (up to a maximum of three) may be awarded for the equivalent of each year of full-time study at university level successfully completed by the student. In translating this general policy into actual decisions, we have had the help and advice of many people to whom we are extremely grateful.

The first decisions made about credit exemptions related to those to be awarded in regard to certificated teachers, and this may in part explain the large proportion of teachers among the early applicants for entry in 1971. Many serving teachers naturally wished to convert their certificates into a degree, particularly as their more fortunate younger colleagues can now take a BEd, often by only one additional year of full-time study.

Other decisions on the award of credit exemptions have followed, and the list of qualifications attracting exemptions is rapidly growing. The inflexibility of most British educational institutions often prevents the transfer of students from one to the other without loss of time or standing. Much of the reason for this probably lies in the fact that there is no generally recognised award of 'credits' as there is in some other countries. We hope very much that, by a liberal policy of awarding credits for work carried out elsewhere, we will assist in a general move both towards a credit system and towards an increased interchangeability of credit.

Assessment and Examinations

A student's success in his foundation course will be measured partly by continuous assessment during the academic year, partly at the

Summer School and partly by an examination at the end of the course in November (see p. 35). By assessing a student's progress regularly throughout the year the University can gain a more accurate picture of his ability than would be the case if a final examination was the sole criterion for the award of a course credit. Furthermore, continuous assessment is, of itself, part of the teaching process. Continuous assessment is carried out by two kinds of test, namely 'Tutor-marked' and 'Computer-marked' Assignments.

Tutor-marked Assignments rely mainly on essay type questions where the student is asked to construct his own answers. Correspondence tutors mark and make comments on these assignments. The number of assignments which students will have to complete in 1971 varies from course to course, the lowest being nine (Mathematics) and the highest thirteen (Arts). Students are advised that it is in their best interests to complete and return all the assignments for marking, as each has a particular purpose in the teaching system of the course. However, the marks of only the best six assignments will be used for assessment purposes. This avoids penalising students who find some parts of the course more exacting than others, or who, for some justifiable reason, have to omit some part of their studies.

There will also be a monitoring procedure whereby each Correspondence Tutor's work is sampled by a Staff Tutor, who will, *inter alia*, identify cases where the assessments are either too 'severe' or too 'generous', so that this can be taken into consideration by the Examinations and Assessment Board in the cases of 'borderline' students.

Computer-marked Assignments are made up of objective multiple-choice questions and the student records his answers on a special form which can be read by a document reader and marked by the computer. Computer-marked Assignments will enable the University to sample a far wider range of subject matter than would be feasible by Tutor-marked Assignments alone. The number of Computer-marked Assignments varies in the foundation courses between seven in Arts and thirty-one in Science, but once again, not all the assignments will be used in the final assessment.

One of the purposes of continuous assessment is to measure the progress of the student; a second important function, especially for Computer-marked Assignments, is to assess the course material itself. It is hoped that the rapid feedback from computer-marking will enable areas of the course that are proving conceptually difficult to be identified, so that special remedial material can be provided to assist the students.

The foundation course examinations will be held at centres all over the country in November 1971. A specimen question paper will be sent to students well before the examination in order to let them see the format of the paper and the type of questions that will be set. Students who are sick or disabled will be able to take their examination at home or in hospital. Arrangements will also be made for students who have been posted abroad by their employers to take their examinations. The Examination Boards will pass or fail students on the basis of a combination of continuous assessment and final examination, assisted in borderline cases by any assessments made at the Summer School.

Library

The library services of the Open University naturally reflect the unconventional nature of the University itself. Unlike most educational institutions, it will not be providing library services for its students, essentially because those students are scattered over the whole country. An early study of the practicabilities of developing a postal loan service to students led to this scheme being rejected, and it was therefore decided that students should be expected to buy their own set books, and to borrow other works from local lending libraries, or consult them in reference libraries.

Once this basic policy had been decided, the University held discussions with representatives of various library associations with a view to exploring the problems inherent in placing such an additional burden upon the local library services. The libraries proved extremely co-operative, and a great deal is owed to their unstinting help and assistance. In many cases, libraries have purchased additional copies of works used in the Open University courses, and have held them in reference sections where students can consult them. Public librarians around the country are interested in the Open University but because the Open University makes no library provision for its students, librarians regard it with a little anxiety.

Having therefore no responsibility for students (with the exception of the limited number of postgraduate research students working on the campus), the library was given a remit by the Planning Committee to concentrate upon the provision of books essentially for staff use. It was charged with co-ordinating the documentary resources of the University in all media, including printed documents and audio-visual materials (thus avoiding a dichotomy that has occurred elsewhere), with serving the academic and professional staff of the University in the preparation of course

material, and particularly with developing a strong collection in the field of Educational Technology. It was also to attempt to provide for the research needs of University staff as far as was possible within the resources available. An extensive research collection was, however, not thought to be immediately practicable. The lack of a comprehensive stock of books can only be offset by using older established libraries elsewhere. Either University academic staff visit them or the library borrows books from them for use on the campus.

The acquisition of stock began early in 1969 when academic staff produced the first lists of required books. Temporary library staff arranged for the ordering and receipt of books and periodicals in the basement at the Belgrave Square premises, and began to classify and catalogue the items received. The Librarian came into post in August 1969, and arranged for the removal of the library stock to Walton Hall in September 1969. Comparatively few academic staff had taken up their appointments by then and members of the library staff were therefore able to devote most of their time to preparation for the demands that were to come later.

A foundation for the basic services of the University library was made during 1969 and 1970. In addition, a range of extra audio-visual services not usually found in a conventional university library was organised. However, the library has had to rely to a considerable extent on the co-operation and willing assistance of other better-equipped university libraries for the provision of many services to central academic staff. For example over 1,000 items were borrowed or photocopied from other institutions. Without this help the library service could not have functioned, and the work of the course teams would consequently have suffered. By the end of 1970 the library held 16,000 volumes, subscribed to 300 periodicals and had a collection of over 400 video-tapes, cassetted films or audio-tapes of Open University programmes, a total that will more than double in the next twelve months.

An important activity has been liaison with the Publishing Division of the University and with course teams concerning illustrations in printed course units, ranging from locating the material required to clearing copyright and other permissions. The library has also been responsible for the editing of course reading lists for publication, and running an abstracting service for reports in the field of Educational Technology.

The chief difficulty experienced by the library is familiar to most librarians – shortage of money. In consequence only a small amount of stock could be purchased and only limited library

services provided. The difficulty can be slightly alleviated by careful management. The use of time-saving procedures has increased the services provided by the library staff. For example, the British National Bibliography card service has been used to provide a large part of the library catalogue of books in stock, many of the cards being ordered by the bookseller who supplies the books.

During 1969–70 the library services were inevitably embryonic. All the library staff time available was devoted to laying the foundations of the library services and doing the things requested by Open University staff. There was not time to go out to promote the use of the library services. Now there are five liaison librarians in post to serve the faculties so that it will be possible to offer more active services to course teams. For example, a picture search service will be provided in addition to other bibliographical services. The feasibility of using data processing systems to mechanise library procedures will be investigated. The work of indexing the illustrative material generated and held by the University (both at Walton Hall and at Alexandra Palace) will be started. The indexing of the broadcast components of courses must also be carried out, including the preparation of detailed synopses and sequence lists. The library has benefited particularly from three generous gifts. The first was from Mrs J. Ham who presented 104 books in memory of her husband Ronald K. Ham, Professor of Materials Science in the Faculty of Technology, who was tragically killed in November 1970. These books are marked by a commemorative bookplate specially designed by the Head of Media Development. The second was the library of the late Dr C. A. Hart, consultant in the Faculty of Technology, given by Mrs Hart together with a seven-year covenant for the purchase of reference books in technology and applied science. Third was the gift by Mr W. D. Barnetson, Chairman and Managing Director of United Newspapers Publications Ltd., of a complete set of *Punch* from the first issue to the present day. The University has good reason to be grateful for the generosity of these gestures.

Postgraduate Programmes

The Planning Committee identified the provision of opportunities in higher education at the postgraduate level as one of the University's major objectives. In its planning to achieve this objective the University decided to mount two postgraduate programmes. The first would involve the provision of facilities on the University site

for recent graduates who wished to proceed directly from an undergraduate to a postgraduate degree by full-time study. The second would provide opportunities for external study by graduates employed in industry, the Civil Service, local government, research laboratories and other particular fields. Such students would be enabled to read for postgraduate degrees on a part-time basis under the guidance of a locally-based appropriately qualified supervisor, appointed by the Senate.

The first postgraduate programme is already underway, and a number of students are working for higher degrees both at Milton Keynes (where the facilities are still limited) and at other institutions where, by special arrangement, the students use the 'host' university's equipment, but work under the supervision of a member of the Open University staff for an Open University degree.

At the time of writing the second programme is still in a formative stage, and will not get underway until 1972. After publication of the Postgraduate Prospectus about July 1971 applications will be sought from potential part-time external students for registration in January 1972. Supervision will be undertaken by members of the academic staff of the University, who will work in conjunction with the local supervisors appointed to monitor the progress of external students. Supervisors will make regular reports to the University on the students' progress. These reports will be linked to the 'credit' system under which the student must accumulate a given number of research credits before he may submit work for the award of a particular degree.

The aim of the postgraduate programmes is to train students in the methods and techniques of original research work and to promote their awareness of a given field of scholarship with a view to their making a significant contribution to advanced study. Where the University considers a student capable of making an original contribution to learning of this kind he will be encouraged to aim for the MPhil or the PhD. Other students who do not wish to proceed beyond basic research training will aim for the BPhil. In the initial years all postgraduates will be engaged in research work; eventually however it is hoped that the University will also provide course work leading to higher degrees.

The regulations governing the award of the postgraduate qualifications will be constructed after consultation with the officers of the CNAA so that the two degree-awarding institutions can, so far as possible, remain in step in such matters as standards for entry and the choice of supervisors and examiners. Discussions on these matters have already begun.

Post-experience Courses

The Planning Committee, in discussing the need for an Open University, emphasised the important role it could play in the provision of courses that have been variously described as 'post-experience', 'updating', 'refresher', 'conversion' or 'retraining' courses. Essentially courses of this kind provide either for people to keep abreast of recent developments in their own specialised field of work in this age of accelerating, technological change, or for teaching people a new skill for a new occupation because that very technological change has rendered their former speciality obsolete, and their former skill unusable.

Very many courses of this type – which we are calling by the general title of post-experience courses – have been offered in the established universities, polytechnics and technical colleges over the last two decades. But the hard fact remains that there are simply not the facilities, the money or the time to allow of the secondment of more than a handful of employees to attend such full-time courses. The Open University with its capacity to bring education to the people rather than bringing the people to education seems to offer an ideal method of tackling the problem on a much larger scale.

It is arguable that there was an even greater initial need for post-experience courses than for undergraduate ones and that therefore it might well have been better for the Open University to start by producing post-experience courses. But this was not practicable because the new institution had first to achieve its own status as a University and could do this best by producing graduates; only then could it fulfil the other, equally important, function. University status is vitally necessary to give post-experience courses conviction, to make post-experience certificates sought-after qualifications and to attract both students and employers to make use of the courses. Moreover a substantial core of full-time staff with teaching–research interests is essential to securing continuity in the post-experience field.

Despite the initial need to start with the undergraduate programme, plans were laid during 1970 for the production of four post-experience courses for presentation in 1972 or 1973. Three of these courses are half-credit courses: in computing for managers and business executives, in industrial relations for both employers and employees, and in the reading process and the development of competence in teaching reading skills designed for school teachers. One further quarter-credit course in the background to school mathematics is also planned as the first of a pair intended for school mathematics teachers.

The policy of the University is that post-experience courses, unlike undergraduate courses, must be self-financing. This can be accomplished by charging high fees or by acquiring outside funds to subsidise the course or by a combination of both. A start has been made in planning the financial basis of the four courses already mentioned. It should be remembered that, even if the fee income were made adequate to cover the costs of the course the University is still faced with a considerable cash-flow problem since the whole course must be paid for many months before the first fee income is received. For this reason the University may be forced to rely upon assistance from those interested in the provision of certain courses in providing the 'starter grants' necessary to establish them.

Research

Various references are made elsewhere in the Report of the difficulties of staff pursuing their own research during the intensive period of course development and of the delay in making appropriate provision to meet requirements on site until even more essential buildings had been completed. But research must go on and a number of ways have been found to make possible the continuation of particular research interests. Most notably, through the sympathetic understanding of other institutions, arrangements have been made for staff to enjoy research facilities elsewhere. In this connection our grateful acknowledgement is especially due to the following institutions which have made facilities available to our staff:

University of Cambridge, Sub Dept of Animal Behaviour	Biology
University of Essex	Electronic Design and Communications
University of Glasgow	Engineering Mechanics
University of Leeds	Earth Sciences
University of Liverpool	Engineering Mechanics
University College, London	Chemistry and Physics
University of London, Queen Elizabeth College	Biology
University of Manchester, Institute of Technology	Design
University of Oxford	Earth Sciences, Materials Science
University of Strathclyde	Design
University of Warwick	Engineering Mechanics
University of York	Engineering Science
Wolverhampton Polytechnic	Chemistry

Less specifically our staff have enjoyed the facilities of academic libraries elsewhere, whether by personal visits or inter-library loans. The co-operation and assistance of these libraries has been essential to the well-being of the University and our indebtedness is made the greater by the ready willingness with which it was given. Its extent can be judged from the number of items borrowed, or photocopied, from other institutions for course team preparations – over 1,000 before the end of 1970.

The University has not, however, been entirely without resources of its own. The Science Preparation Laboratories, although primarily intended for the design and testing of equipment and demonstrations for use in the courses, have nevertheless provided an opportunity for some small research projects to be carried out, and in other faculties ways and means of keeping alive particular studies have been found. As the list of grants in Appendix VII shows a number of members of staff have been able to continue projects, or to attract support for new ones, in spite of the undoubted impediments at this stage of our development. With such determination in the face of such obstacles it is clear that as the University becomes able to honour its undertaking to staff to make available research facilities – most tangibly the research laboratories included in Phase III of the building programme – so will the research activity increase.

In this early and difficult period the University does however have one advantage in that its special and innovatory nature makes it itself a subject for research. The Institute of Educational Technology has a prime role in studying the institution and its methods as it develops. The main lines of the 'institutional research' which the Institute propose to follow initially are set out in Chapter IV, but such research is not confined to them. Many other members of staff are already examining aspects of their work; and such research is not confined to the academic staff but is shared by administrative, operational and regional staff whether full-time or part-time.

VI

The Regional Organization

VI THE REGIONAL ORGANISATION

The Open University 'System'

The Open University 'System' has in a matter of months found its way into the international glossary of educational terminology. The term covers, on the one hand, the combination, in the course team of the academic specialist, the educational technologist and the broadcast producer to produce an effective and tested package of learning materials, assembled against a set of defined objectives as described earlier in Chapter IV; on the other hand it embraces the total integrated instructional organisation that the University has deliberately set out to create – an instructional system which depends not only on the 'production' of courses but also on their 'delivery'.

A key element in this instructional system is the tuition and counselling of the students since, in an independent learning situation, face-to-face encounters not only increase the effectiveness of the learning package for the student but are also necessary to maintain his motivation throughout a long course and the even longer period of studies towards a degree.

The tuition and counselling services are organised through eleven Regional Directors working under the general supervision of the Director of Studies, Local Centres and Tutorial Services who is himself closely involved in the development, at Milton Keynes, of the University's broad educational policies.

The Creation of the Regions

The Director of Studies, Local Centres and Tutorial Services took up his post on 1 February 1969 and began work immediately on the creation of the regional organisation; the boundaries of the nine regions in England followed as closely as possible those of the Regional Advisory Councils for Further Education, and the national units of Northern Ireland, Scotland and Wales were each regarded as distinct regions although initially Northern Ireland was a sub-unit of the University's North West Region. Experience in the first year resulted in some minor boundary changes, but in general the Regions as originally devised proved to be satisfactory administrative units despite the considerable variations in geography, topography, size and population. A map showing the Regions, the location of Regional Offices and the numbers of Study Centres is given as Figure 11.

11
Glasgow
EDINBURGH
31
15
Northumberland
NEWCASTLE
UPON-TYNE
12
Cumberland
09
Durham
BELFAST
7
Westmorland
07
Yorkshire
LEEDS
21
08
Lancashire
MANCHESTER
30
Lincolnshire
Derby
Notts
Cheshire
NOTTINGHAM
Caernarvon
Denbigh
Staffs
Norfolk
22
Merioneth
04
05
Rutland
Mont
gomery
Shropshire
Leics
Hunts
&
Peter
boro'
Isle
of Ely
06
Su
CAMBRIDGE
10
BIRMINGHAM
Warwicks
Northants
Cardigan
Radnor
Worcs
Beds
Hereford
29
Essex
Pem
broke
20
Carmarthen
Bracon
Gloucester
Oxon
Bucks
Herts
Mon
BRISTOL
OXFORD
34
Glamorgan
CARDIFF
LONDON
GLA
01
Berkshire
Wiltshire
Kent
35
14
Surrey
02
Somerset
03
Hampshire
East
Sussex
West Sussex
Dorset
Devon
Cornwall

Regional Offices were sited both for ease of communication and for proximity to major educational administrative services. Accommodation had to be found on lease and made ready within a few months, and many Regional Directors began work in temporary accommodation often provided through the generous co-operation of Local Education Authorities and educational institutions. By 1 January 1970 all but two Regional Offices were operative.

The first job for the Regional Director was to introduce himself and the Open University to educational organisations in his region. He had to try to present the University's possible needs in terms of Study Centre requirements, part-time staff, and assistance of various kinds. It was no easy task to discuss (and often to defend) the principles and plans of the University in the absence of precise information on its student enrolment. The publication of the first University Prospectus in December 1969 greatly assisted the Regional Directors in this work, but the vital details of the likely size and distribution of the applications for places in the first four foundation courses was not available until the early spring of 1970.

Study Centres

The point of contact between the University's tutorial and counselling services and the individual student is the Study Centre. The Planning Committee's early idea of a limited purpose viewing centre had rapidly developed into a plan for a multi-purpose centre, where students could study, view or listen to programmes, talk to tutors, counsellors or fellow students and, on their own initiatives, lay the foundations of a corporate life.

As early as August 1969, almost eighteen months before the Study Centres could become operational, the probable location of the majority of them had to be provisionally determined for publication in the first issue of the Prospectus. Using the Prospectus list as a guide, together with evidence from the pattern of student enrolment as it gradually emerged throughout 1970, Regional Directors negotiated successfully for a total of 237 main study centres together with an additional thirty-six support centres. Over seventy per cent of these centres are in the locations listed as possible ones in the first Prospectus.

Negotiations for the establishment of Study Centres were often prolonged. Apart from being the centre for tuition and counselling services, Study Centres were soon being planned to have projectors

FIGURE 11 THE REGIONS

Regional Offices and Study Centres

(Figures circled are number of Study Centres in the Region. Other figures are the Region code numbers as follows: 1 London; 2 South; 3 South West; 4 West Midlands; 5 East Midlands; 6 East Anglia; 7 Yorkshire; 8 North West; 9 North; 10 Wales; 11 Scotland; 12 Northern Ireland.)

and tape replay machines, reference sets of correspondence material and, in selected centres in each region, tele-type terminals linked to a national student computing network for use by Mathematics Foundation Course students.

While the great majority of Study Centres has been established in local education authority institutions – notably colleges of further education – many independent educational institutions were willing to open their doors to Open University students and in particular twelve Study Centres were sited in universities.

The term 'study centre' has come to be widely interpreted: those now set up vary greatly in size: the typical study centre (the original conceptual model) catered for 80 to 100 students; but some actual centres are very small (about 40 students) and some are very large (between 300 and 400 students). Usual hours of opening are from 6.30 to 9.00 p.m. on Mondays to Thursdays but several, especially those in which computer tele-type terminals were intalled, are also open on Friday evenings and Saturday mornings. Many host institutions have offered in addition to the essentials, an excellent range of facilities including the use of libraries and common rooms. Wherever possible arrangements have been made for the host institution to have reciprocal use of the University's equipment.

Despite extensive demands upon them, many host institutions charge only a nominal sum as a facility fee and some have chosen to waive it altogether. In most centres a member of staff is designated to act as the link with the Open University Regional Office, and sometimes this individual is also a Counsellor to students.

The Counselling and Tutorial Services

The establishment of the study centre network proved to be a minor operation compared to the creation of the counselling and tutorial service. Long and careful examination of the problems and possibilities eventually led to a scheme whereby each student would be allocated to a Counsellor, who would follow him through his academic career. The Counsellor, based on the Study Centre, and generally responsible for its efficient running, could see each student on an average of once a fortnight. The student was also to have a Correspondence Tutor to mark his assignments, but it was not originally considered practicable to arrange for face-to-face tuition.

On this pattern, it was expected that the Counsellor would solve general study problems, and encourage the students to form discussion groups to talk over their difficulties. The Counsellor could not, however, be a specialist in all academic disciplines, and it gradually became clear that it would be desirable to fill this gap;

the job of Class Tutor, who was to help students with their particular course problems in a face-to-face situation, was therefore created. The plan for the Counselling and Tutorial services is shown diagrammatically in Figure 12.

The success of this theoretical design depended largely on sufficient applicants of good quality coming forward to offer their services as Counsellors, Class Tutors or Correspondence Tutors. The recruitment programme described earlier in Chapter II revealed a gratifyingly high level of enthusiasm amongst the educational profession for being involved in the Open University experiment. Concurrent with the recruitment of these staff was the appointment of full-time staff tutors and senior counsellors.

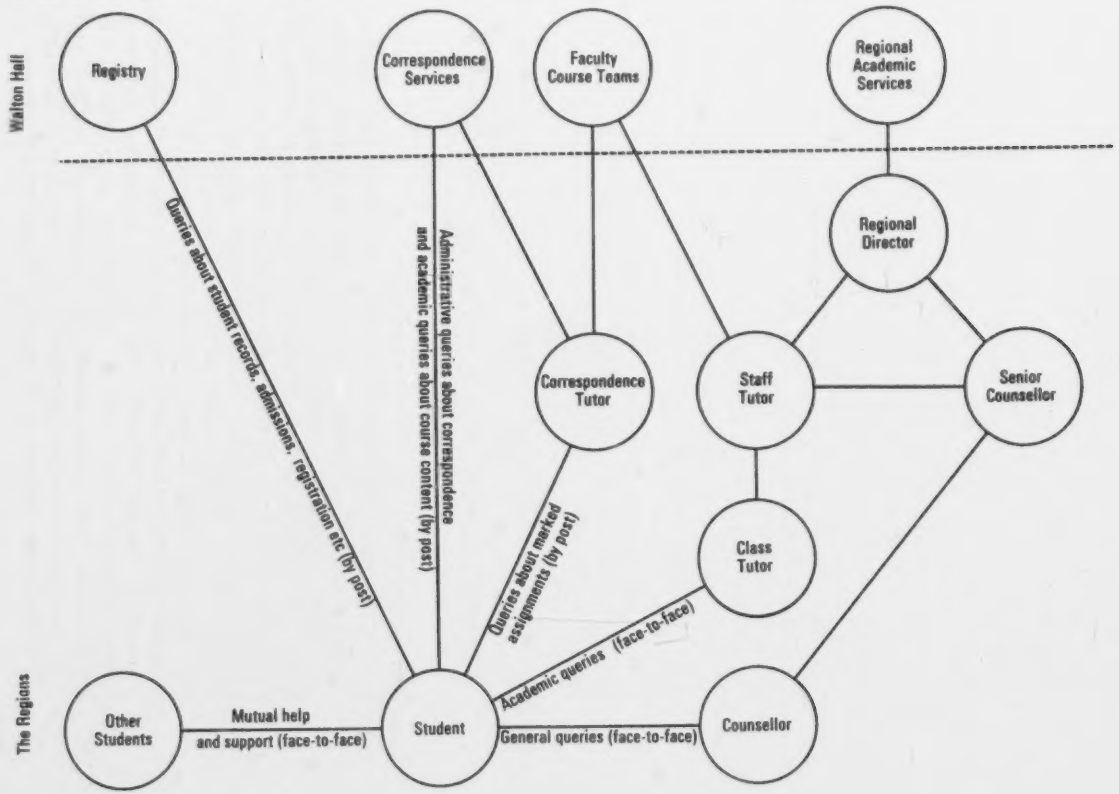
As the admission procedure began, students were allocated to their Counsellors. Most Counsellors took twenty students, generally from the same foundation course. A similar operation was carried out to match students to their Class and Correspondence Tutors. In many instances it proved possible to appoint the same person as both Counsellor and Class Tutor. This complex matching operation proceeded from mid-November 1970, when regions were notified of their first registered students, until after the beginning of the first academic year. Regional briefings for part-time staff were held from late October to mid-December. During November and December students were invited to induction sessions, held wherever possible at their chosen Study Centre, and had the opportunity to make personal contact with other students, with Counsellors and Tutors, and with members of the full-time regional staff before the beginning of the first academic year.

Summer Schools

During the whole period under review in this Report plans had to be prepared for the Summer Schools of each Foundation Course. Negotiations proved to be complex and often prolonged. Nevertheless, by the time the first Prospectus was published, provisional agreement had been reached with enough host universities to provide the necessary places. Host universities generally accepted the principle of comparability of Open University students and their own in arriving at charges for services provided.

It soon became evident, however, that the problems of organising a two-week Summer School – the original intention – for every student, and of catering for the multiplicity of possible course combinations, was quite outside the University's staffing and financial resources. Accordingly the decision was taken in June 1970 to standardise the length of the Summer School for each course at

FIGURE 12 STUDENT COMMUNICATIONS AND THE COUNSELLING AND TUTORIAL SERVICES



one week, so that only those students following two courses would spend two weeks at Summer Schools.

By September 1970 final agreement to accommodate Summer Schools was reached with eight universities, namely: Bangor, Durham, East Anglia, Exeter, Keele, Loughborough, Stirling and York. Each university was to cater for two foundation courses by running weekly Summer Schools concurrently either in Arts and Social Sciences, or in Mathematics and Science for from six to ten weeks during the summer vacation.

In late 1970 a survey was commissioned to discover students' preferences as to location and time for the Summer School. A computer-based system was devised to provide maximum flexibility in meeting students' choices of Summer Schools while at the same time preserving a reasonable economy in the number of places booked. Application forms for attendance at Summer School were drawn up ready for despatch early in 1971. Advertisements had been placed for part-time Summer School Tutors and the first applications had been received, applications which indicated a large prospective response of good quality.

The Central Office

Although many of the activities described here were undertaken by the individual Regional Offices, the whole operation was co-ordinated through the central Regional Tutorial Services Office, which has been housed since it moved from Belgrave Square in July 1970, in rented property adjoining the Walton Hall site. Co-ordination depends upon regular meetings with all the Regional Directors, and in December 1969 the Regional Tutorial Services Board was created to meet this need. Since then the Board has dealt with all aspects of regional work, and sub-groups have been set up to deal with Study Centres, audio-visual provision, finance and establishment, computer terminals, the tuition and counselling service to the student and the question of student participation.

Inevitably regional staff at all levels have a sense of isolation from the centre which was increased in the early stages by the speed at which policy decisions had to be taken and the rapidity with which office procedures multiplied; in this situation regular conferences for mutual discussion proved extremely valuable.

VII

The Demand for Open University Courses

VII THE DEMAND FOR OPEN UNIVERSITY COURSES

Planning Committee Estimates

The Planning Committee, by combinations of calculation and assumption, made a number of attempts to forecast the probable level of demand for Open University courses both at the outset and on a continuing basis. Using the Robbins Committee targets for the proportions of the age group who could and should benefit from higher education, calculations showed that at least a million people between twenty-one and fifty fell in this category and had not had such higher education – they had been born too soon. An assumption was made that 100,000 of these would want to remedy this by taking Open University Courses. Similar calculations for particular occupations were made. Thus there were known to be over 250,000 certificated teachers who were not graduates; some 25,000 might therefore be expected to demand Open University courses.

It was also noted that even after the Robbins expansion a large number of qualified school leavers failed each year to gain entrance to higher education; and that it was estimated that some 40,000 children who were capable of higher education left school each year at the age of fifteen. It was therefore considered that there would be a continuous flow of new entrants into the pool of adults who would demand Open University Courses. The need would not, therefore, be evanescent.

An attempt was made to refine these crude estimates by commissioning a survey, carried out by the National Institute of Adult Education, of the interest shown in Open University Courses by a sample of the population. All the individuals in the sample were given the fullest information available at that time about the proposed new teaching institution and the courses it would offer. By extrapolation to the whole adult population, it was calculated that the level of immediate demand would be somewhere between 35,000 and 184,000. These figures assumed, of course, that the entire adult population was as well-informed about the Open University as were the sampled individuals. It later became obvious that this assumption was wholly invalid.

Determination of Student Numbers

All these estimates, while encouraging in the broad sense, lacked the precision desirable for detailed planning, but throughout 1969 they were the only information available. Yet it was quite essential for planning purposes to determine at that time a firm number of

entrants in 1971. It would have been very unfortunate, to say the least, if plans had been made to admit a number of students considerably in excess of the number of applicants. On the other hand, to make plans for too few would disappoint and discourage many applicants and would, to some extent, nullify the very real cost benefit arising from the economies of scale.

The total cost T of the Open University could be expressed as

$$T = A + Bn$$

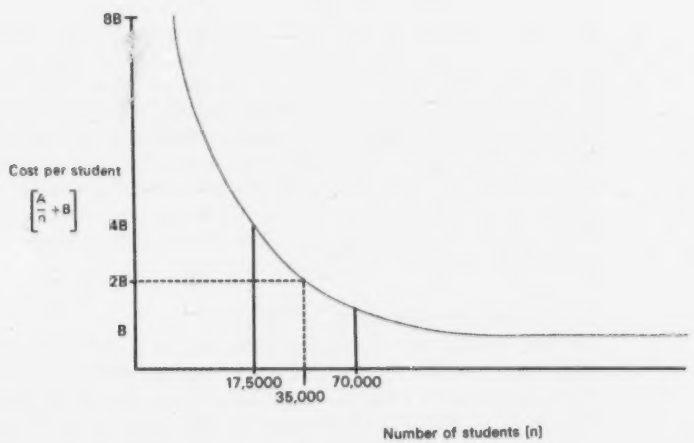
where A represented overhead expenditure (such as BBC production costs) which was independent of the number of students, B represented the direct costs (such as postage and printing) of educating one student, and n is the number of students.

The cost of educating one student can then be obtained by dividing throughout by n.

Thus $$T/n = A/n + B$$

The cost per student thus falls as the number of students rises and approaches the exponential level equal to B. This is illustrated in Figure 13.

FIGURE 13 RELATIONSHIP OF COSTS TO STUDENT NUMBERS



If the total number of students in the University reached about 35,000 then the cost per student would be about 2B. Increasing that number to 70,000 would reduce this to 1.5B; but reducing the number to 17,500 would increase it to 3B.

It was calculated that an admission rate of 25,000 students each year would, allowing for those who dropped out or did not want to continue, lead to a plateau figure of about 55,000 students after three or four years. This total would achieve almost all the significant economies of scale; and it was to be anticipated that more than 25,000 applicants would come forward in the first year. The target figure of 25,000 admissions was thus used as the planning base.

Provisional and Final Registration

It was agreed that all 25,000 students entering the University in January 1971 and those entering each January thereafter, would be admitted as 'provisionally registered' students. They would have paid the registration fee but would not pay tuition fees until the following April. Only after payment of the tuition fee would any student be 'finally registered'.

It was hoped that, by this means, new students would be given an easy opportunity of withdrawing from the courses should they discover that they had bitten off more than they could chew; and that such early withdrawal would save the University resources, since these students would no longer be sent correspondence packages, nor would they occupy summer school places and so on.

In addition the scheme allowed the University its only opportunity, should it care to exercise it, to exclude unsuitable students since it reserved the right to refuse final registration to students who failed to submit adequate written work in the three months' period from January to March.

The intention of the University is that the total number of 'finally registered' students should be the baseline from which all future rates of success and failure in first and subsequent year credit examinations should be calculated.

Applications in 1970 for the 1971 Courses

The operation of the admissions system is described in detail in Chapter VIII. By the time applications for entry in 1971 closed on 4 August 1970, over 130,000 enquiries had been received and of these nearly 43,000 had subsequently applied for admission. Nearly half of those seeking admission wished to study two courses concurrently, so that the total number of course applications reached

62,147. Admission was determined primarily on a first come, first served basis, but this was modified by the need to apply quotas so as to balance the intakes to each course, from each region, and for each occupational category. The target figure of 25,000 students was, in the event, not quite reached, the total number of provisionally registered students for 1971 being 24,191.

It proved necessary to restrict still further the number of students studying two courses concurrently. The reasons were partly financial – in that we have insufficient resources to provide all the student courses that were requested – and partly academic in that the burden upon part-time students of taking two courses concurrently (20 hours work a week at least) led us to conclude that only the very well-prepared student – and those with good study facilities – could possibly succeed. It was therefore decided to limit the proportion of two-course students to twenty per cent. The total number of student courses was thus 28,723.

Figures 14, 15 and 16 show the detailed distribution of students by the courses to be studied, by the regions of the country and by the occupational categories. The tables also show, for comparison, the similar distributions for all applicants and illustrate how far it was possible to do justice to all in this complex exercise.

The most obvious feature of the admissions data is the very high proportion of school teachers amongst both the applicants and the entrants. This was, of course, to be expected, especially when it is appreciated that the graduate school teacher is much better placed both in salary and in the prospects of promotion.

FIGURE 14 DISTRIBUTION OF STUDENTS BY COURSES

Course	Number	Percentage of Total	Target Quotas	Number Admitted
Arts (A100)	16,939	27.3	8,000	7,561
Social Sciences (D100)	21,564	34.7	8,000	7,731
Mathematics (M100)	12,039	19.4	7,000	6,885
Science (S100)	11,605	18.7	7,000	6,673
Total	62,147	100.1	30,000	28,850

But there was also a tendency for applicants to be drawn from the ranks of trained scientists, engineers and technicians rather than from the unskilled and semi-skilled occupations, and we have often

been criticised for not appealing to the 'working class' or to the 'educationally deprived'. The facts, of course, are that, whereas in the conventional university students can be said to come from the 'working class' because of their fathers' occupations, our students as adults are categorised in terms of their own occupations. Many of 'working class' or 'educationally deprived' background may well, by virtue of their own drive and ability already have climbed a few rungs of the social-class ladder; it is to be expected that such people will be amongst our most enthusiastic students.

The big demand thus came from the middle class, from the school teachers and from the professional groups. This too was no surprise. Such publicity as we had been given was concentrated largely in papers and journals mostly taken by the middle class; maximum coverage of an educational experiment was given by the educational journals. The man in the street had not yet heard about us. It is difficult to see why the University should be held responsible for this or why the experiment should be classed as a failure because of such early results. Any large scale campaign to inform and attract the working class would have been prohibitively expensive and would have been heavily criticised. We can advance only slowly and by percolation of the idea through the population primarily through our students. In the event we accepted a larger proportion of applicants from the working class than from the middle class.

It is, of course, impossible to tell at what level demand will be maintained in future years, and whether it will increase as more people become aware of the Open University opportunity. Much may depend on the progress and success rates of the first groups of students. Here again there is little on which to base forecasts; only time will show.

Alteration in Total Student Number Target

As described above the eventual target for the total student numbers initially set in 1969 was about 55,000 which would, it was estimated, be attained by an annual intake of 25,000 new students. As a part of the re-examination of public expenditure set in motion after the general election in June 1970, we were informed that the grant-in-aid to the University would be determined on the basis of a total student number of between 36,000 and 42,000 in 1973.

As a result we re-examined the student intake figures. By the time the new target was set we were committed to an intake of 25,000 in 1971. We decided, for planning purposes, to set the probable intake in 1972 at 20,000, but to defer a final decision until

FIGURE 15 DISTRIBUTION OF STUDENTS BY REGION

APPLICANTS					PROVISIONAL ALLOCATION OF PLACES		
Region	Number	Percentage of total	Estimate of percentage of population in Region	Quota set after scrutiny of applications	Percentage allocated places	Absolute number allocated places	Actual number admitted
01 London	7,571	18.5	17.9	18.2	18.0	4,503	4,217
02 South	4,621	11.3	8.9	10.1	11.3	2,813	2,693
03 South West	2,332	5.7	6.1	5.9	5.6	1,411	1,453
04 West Midlands	3,452	8.5	9.2	8.9	9.0	2,238	2,193
05 East Midlands	2,699	6.6	7.0	6.8	7.1	1,765	1,629
06 East Anglia	3,497	8.6	7.8	8.4	9.1	2,282	2,182
07 Yorkshire	3,112	7.6	8.5	8.0	7.8	1,957	1,927
08 North West	4,337	10.6	12.1	11.3	11.5	2,873	2,662
09 North	2,080	5.1	5.5	5.3	5.4	1,356	1,328
10 Wales	1,801	4.4	4.9	4.6	3.6	892	1,067
11 Scotland	3,787	9.3	9.4	9.3	9.0	2,262	2,151
12 Northern Ireland	1,528	3.7	2.7	3.2	2.6	648	842
	40,817	99.9	100.0	100.0	100.0	25,000	24,344

FIGURE 16 DISTRIBUTION OF STUDENTS BY OCCUPATION

APPLICANTS (Numbers in brackets show graduates included in preceding figure)						
Occupational Group	**Number of Applicants**	**Percentage of total**	**Quota percentage set after scrutiny of applicants**	**Percentage allocated places**	**Quota percentages as absolute numbers**	**Number admitted**
1 Housewives	3,758	8.9 (0.3)	10.0 (0.1)	9.6 (0.2)	2,500 (25)	2,484
2 Armed Forces	699	1.7	2.0 (0.1)	2.0	500 (25)	497
3 Administrators and Managers	2,830	6.6 (0.3)	4.5 (0.1)	5.4 (0.2)	1,125 (25)	1,118
4 Teachers	14,642	33.6 (2.3)	30.0 (1.0)	33.0 (1.3)	7,500 (250)	7,453
5 Professions and the Arts	4,869	11.3 (0.6)	8.5 (0.1)	9.7 (0.3)	2,125 (25)	2,111
6 Qualified Scientists and Engineers	3,275	7.3 (0.7)	8.0 (0.1)	9.0 (0.3)	2,000 (25)	1,987
7 Draughtsmen, laboratory assistants and technicians	3,037	7.4 (0.1)	9.0 (0.1)	9.1 (0.1)	2,250 (25)	2,235
8 Electrical, electronic, metal and machines and allied trades	730	1.8	3.0 (0.0)	2.3	750 (0)	745
9 Other manufacturing, farming, mining, construction, transport and communications	1,171	2.8	5.0 (0.1)	3.1	1,250 (25)	1,242
10 Clerical and office staff	3,324	8.1 (0.1)	10.0 (0.1)	8.0 (0.1)	2,500 (25)	2,484
11 Shopkeepers, sales, services and sport, recreation workers, Fire Brigade and Police	1,409	3.4	4.5 (0.1)	3.7	1,125 (25)	1,118
12 Not working (other than housewives), retired, independent means	1,040	2.4 (0.1)	3.0 (0.1)	2.4 (0.1)	750 (25)	746
13 In institutions	33	0.1	0.5 (0.0)	0.1	125 (0)	124
	40,817	95.4 (4.5)	98.0 (2.0)	97.4 (2.6)	24,500 (500)	24,344

as late as possible in 1971 so as to be able to forecast more accurately the proportion of the 1971 intake who would wish to continue as students in 1972.

The effect of the change of target is, of course, to reduce the total expenditure on the University; but also quite inevitably to increase the cost per student and, ultimately, the cost per graduate.

VIII

Development, Production and Distribution of Course Materials

VIII DEVELOPMENT, PRODUCTION AND DISTRIBUTION OF COURSE MATERIALS

Introduction

It was recognised from the outset that the University would be faced with the problem of producing in large numbers study material for its correspondence courses and a range of general literature, brochures and forms. During the period under review the University has in fact moved rapidly to the creation of a major publishing house with an extensive list of books, films and tapes.

The first appointments in mid-1969 were a Design Director, a Head of Media Production, a Manager of Reprographic Services – all for the preparation and production of material – and a Manager of Correspondence Services to develop the systems that deliver the material to the students. By December 1970 the divisions of Publishing and of Marketing had been added and a unit for assembling and distributing Home Experimental Kits had been set up. There had also emerged new problems of technical management, storage and stock control which were already indicating the need for a major warehouse operation for which accommodation on the Walton Hall site had not been planned.

In a rapidly developing situation, with hard deadlines to be met, considerable difficulties were experienced in all these areas, particularly since we underestimated the size and complexity of each operation and we had to work in inadequate temporary accommodation. Nevertheless, we were ready by the end of 1970 to provide a service, albeit a faltering one, to students.

Media Development

Educational material for use in an independent study situation calls for profuse illustration. We believe that the design of our course materials plays a major role in achieving the educational objectives; it is always difficult to learn from material that is indifferently set out. From the initial appointment of a Design Director in 1969 has grown an integrated design group comprising typographers, technical illustrators and graphic designers, which has already produced work which has received the highest praise. The slow growth of the unit led to many early production problems and, indeed, the design unit is still under heavy pressure, primarily as a result of the unremitting growth in the demand for its services not only for correspondence texts but also for materials to be used

in Summer Schools, for sales promotion literature, and for materials required by our information services.

The shortage of genuinely talented designers, the breadth of expertise required, and the geographical location of the University all make recruitment difficult. One happy solution was found by inviting Dip.A.D. students, working on the last year of their graphic design course, to work at the University for a period of one month in order to gain experience of a production situation. During this period, their performance was assessed, and offers of permanent employment were made to those who proved successful during their temporary stay. The practice of inviting student designers to work at the University has continued, and has proved a valuable link with Polytechnics and Colleges of Art throughout the country.

Media Production

During 1970, plans were laid for the equipping of a printing unit to undertake the production of course material in an in-house printing plant. The decision to print material by photo-lithography rather than by letterpress was a comparatively easy one since the major trends in the printing industry were towards film-aided techniques.

The range of equipment purchased was determined by our best guesses as to the quantity and complexity of the correspondence material likely to be produced. These guesses were often wildly out, and our policy in relation to in-house printing has had to emerge gradually, often in a ferment of disagreement. A small Rota-print unit was established in temporary accommodation near the main site in August 1970, well in advance of the activation of the main printing unit, manned by qualified machine operators. By December 1970 over 200 items comprising a total run of more than one and a half million sheets had been printed. This material has varied in character, ranging over supplementary material, questionnaires, student letters and visiting cards. Meanwhile, the major requirements of the University, from course books to the Prospectus, have been printed externally by commercial houses. The University owes these firms a deep debt of gratitude for their work, sometimes meeting almost impossible deadlines without allowing the quality of the finished product to deteriorate.

The Photographic Unit

There are four distinct facets to the photographic operation within the University: the developmental stage (including the preparation of original material to be used subsequently by graphic designers working on production of course material); the origination of

photographs for record and publicity purposes; the preparation of negatives and positives for the production of offset-litho plates to be used in the printing unit; and the production of slide and other material as direct support to academics engaged in either research or lecture activities. As a result of these plans, a suite of darkrooms to process both single and full colour material has been included in the Operations Centre with the intent also to acquire a range of sophisticated photographic and graphic arts equipment.

Throughout the period under review the photographic unit has worked in temporary premises, first at Belgrave Square and later in a house near the Milton Keynes Campus. Despite this it produced a wide range of work from June 1970 to the end of the year – work ranging from 35 mm slides (both monochrome and full colour) to 20″ × 30″ litho film for the making of printing plates. The scope of the unit will undoubtedly increase once it is housed on the Walton Hall site since academic staff will quickly come to appreciate its potential as an aid in the presentation of academic material.

Audio-visual Services

Much of the early work of the Adviser on Audio-visual Techniques involved close liaison with the course development teams and with giving them advice about appropriate media techniques. The principal difficulty lay in selecting suitable standard equipment (with consequential economies in bulk ordering and subsequent maintenance) which could fulfil the variety of different functions required by course teams and operational units within the University.

The choice of the form of recordings to be used was complicated since 1970 saw the appearance of a considerable number of new devices in the video/film replay field. None, however, was to be fully operational by 1971, and therefore it was decided to use film as an interim solution to the problem.

A close watch is being kept on developments, including apparatus which will show actual copies of Open University broadcasts, new machines which can replay an audio-tape and at the same time control the stopping of a film cassette, and also the feasibility of micro-fiches as a substitute for printed course materials.

Publishing

Early contacts with the Publishers' Association and with representatives of individual publishing houses convinced the University that professional expertise would be required in managing the many different problems connected with set books, copyright, editorial matters, and the like. With the co-operation of the Publishers'

Association, an acting Publishing Manager was seconded from Longmans Green until permanent staff could be recruited. By the end of 1970, the Publishing Division included the Director, a Co-ordinating Editor and a Copyrights Manager, with supporting staff. The work of the Publishing Division falls under four main heads: editing, copyright, set books and course readers.

Editing

To ensure the high standards of presentation required in a publishing house, printed course materials are edited in manuscript and read in proof, the editors working closely with the course team authors, and providing professional advice on the preparation of material. With the wide variety of topics and the considerable number of authors involved it has been difficult to achieve reasonable uniformity of style, but in the light of experience gained from the editing of early course units a draft Open University house style has been prepared to help authors of subsequent units. By the use of publishing routines it has proved possible to surmount some of the initial difficulties experienced in processing large numbers of course units with an irregular flow and, in many cases, very short turn-round time. Further work on implementation of routines is in hand.

Copyright

Appropriate clearance is being obtained for copyright material used by the University. After some initial misunderstanding on the part of copyright-holders as to the nature of the Open University course material, clearance has proved to be reasonably straightforward for both text and illustrations. The responsibilities of the Copyrights Section extend beyond printed materials to gramophone records, filmstrips, slides, etc, and will develop further in this direction. There is close co-operation with the BBC in the field of copyrights.

Set Books

Negotiations are conducted by the Publishing Division to obtain the best possible pricing of set books prescribed as required reading for students. At foundation level, thirty-three set books were prescribed, twenty-nine of them being books existing in publishers' lists and four being specially compiled course readers. The set books appear in the lists of sixteen publishing houses, five of them American. Given the considerable numbers of students taking the foundation courses, publishers were able to make special reductions

in price for books set by the Open University. In a number of cases existing hardcover publications were issued in paperback. Some considerable price savings were achieved. Among the more expensive books *Introduction to Psychology* by E. R. Hilgard and R. C. Atkinson (Harcourt, Brace and World) hardcover 84/- was issued as a paperback at 38/- and *Society* by E. Chinoy (Random House) hardcover 94/- was issued as a special hardcover at £2. Following the price reductions on books of this nature, publishers have found that, in addition to their Open University sales, the books have been adopted by other universities and have generally had their sales boosted considerably. In paperbacks some price reductions were achieved, but in many instances the saving to the University took the form that publishers who would otherwise have been forced to make price increases due to sharp rises in costs during 1970 were able to maintain their earlier published prices. All foundation set books, with the exception of *Society* by Chinoy, were issued in paperback format. All carry the Open University symbol and legend. Publishers have undertaken to keep the books in stock during the period of their prescription. A limit of £10 a course was fixed for set books at foundation level and the costs to the student of the titles eventually negotiated were:

	£
Arts	5.71
Social Sciences	10.10
Mathematics	0.65
Science	5.35

Course Readers

Four Readers were proposed at foundation level. Specifications were prepared by the Open University and sent to a number of publishers who were invited to submit tenders. The tenders submitted by Macmillan were accepted, and three books were published by them:

Industrialisation and Culture – edited by Christopher Harvie, Graham Martin and Aaron Scharf, 45p.

Understanding Society – edited by the Social Sciences Foundation Course Team, £1.00.

Socrates, A Source Book – compiled by John Ferguson, 41p.

The publishers reported a high demand for the books, well in excess of the number of Open University students. The titles were

well reviewed, but in quality they have suffered from the need for too hasty production.

In order to produce the Earth Sciences Reader it was necessary to find a publisher who could publish a highly specialised book of high quality at considerable speed. A contract was made with Artemis Press Ltd., who published *Understanding the Earth*, edited by I. G. Gass, P. J. Smith and R. C. L. Wilson at £2.10. This book has also sold well and a large edition has been purchased by MIT Press for the United States market. Simultaneous hardcover editions of all four Readers were issued by the publishers.

Some criticism of the manner in which tenders were invited and the selection made was levelled at the Open University by the Publishers' Association. Here again the criticism was partly due to misunderstanding, and also to the short time available, but it was agreed that when the Open University again went out to tender the Association would be informed, so that through them all publishers might have an opportunity of tendering if they so wished.

The problem of distributing the set books to individual students seemed to offer some difficulties at first. Various methods were examined and it was decided that, at this stage of development, the best course was to use established trade channels. The Booksellers' Association organised a scheme whereby booksellers, if they so wished, registered as 'Set Book Stockists', undertaking to maintain stocks of foundation course set books at all times. Some 630 booksellers (including all shop branches of W. H. Smith) registered as stockists. Owing to the short time available to implement the scheme some difficulties arose and were the subject of complaints by students. All complaints were investigated by the Booksellers' Association and after these initial troubles the scheme worked satisfactorily. The Booksellers' Association are anxious to continue the scheme and are examining problems that will arise with smaller student numbers at the second and subsequent course levels.

Relations between the Open University and the various sections of the book trade have been very good, after some initial difficulties. In particular we are grateful for most helpful, and positive, co-operation from the Publishers' Association and the Booksellers' Association as well as from a great number of individual firms. The interchange of views, information and opinion is facilitated by an Advisory Committee, by personal contacts between senior university officers and the heads of commercial concerns, and by visits to the Walton Hall site from people in the publishing trade. There is also considerable overseas interest in the Open University's publishing activities, and a number of foreign visitors have been received. The

Director of Publishing also attended the Frankfurt International Book Fair in October 1970 and met publishers from all over the world to discuss the University's print material.

Marketing

In September 1970 the Council approved proposals that the University should make course materials available for sale to the general public under the imprint of the Open University Press. The University examined the possibilities of selling in conjunction with a consortium of publishers, or of warehousing and distributing for itself. It was agreed that it would be inadvisable for a long-term decision to be made at such an early stage, and as a first step an experimental agreement was made with Book Centre Ltd., who undertook to act as the University's distributors from their Southport warehouse, printed course units thus being sold by direct mail as well as through bookshops. A first catalogue was prepared and distributed to booksellers and librarians to whom books were offered at normal trade discounts.

Preliminary discussions also took place with American and other overseas publishers, distributors and broadcasting authorities interested in Open University Courses and course materials. A Director of Marketing was appointed in the autumn of 1970 to take up his duties in January 1971.

Distribution of Correspondence Course Materials

The Correspondence Services Section is responsible for the distribution of course materials to students, tutors, Regional Offices and Study Centres; the receipt and return of students' assignments; the handling of correspondence from tutors and students relating to the printed element of the University's teaching system; and the collection and delivery of post and internal mail.

The Manager of Correspondence Services came into post on 1 October 1969. His first duties were to evaluate the requirements of the section in terms of staffing and equipment, to devise a system for the handling of assignments and to prepare mailing schedules for course materials; and to this end many visits were made to outside agencies with large mailing operations in order to examine their techniques.

Detailed examination of the scale of the University's operations led to an early decision to use mechanical packing wherever possible. To cope with the large volume of course material and to ensure the maintenance of schedules for the despatch of 'correspondence packages' (containing course units, assignments, broad-

cast notes and supplementary notes), the University obtained a Phillipsburg collating/inserting/sealing machine. This collates and inserts up to nine separate items at a package-production speed of from 2,000 to 3,500 an hour depending on the total weight and number of inserts. In normal conditions the machine can be operated by a staff of one engineer and four machine-minders. By comparison, if these tasks were performed manually, a permament staff of some forty packers would be required and accommodation needs would be doubled. It is worth noting that the machine has also been used for packaging registration forms and accompanying documents, additional notes for applicants, the Study Guide supplement and other publications. Had this not been possible, scheduled dates for despatch could not have been met except by the employment of additional staff in considerable numbers.

The other major piece of equipment to be installed is a KDG labelling machine. This accepts a continuous roll of computer-produced names and addresses, guillotines it to produce single labels, and fixes these to envelopes (or to stationery for insertion into window-envelopes) at a rate of up to 6,000 an hour. The machine, after setting by the resident engineer, is operated by two members of staff. In addition to those two main machines we have also acquired franking, folding and packaging equipment designed to expedite the handling of mail and correspondence materials.

The volume of incoming mail has increased considerably since foundation course places were allocated, and even before the start of the teaching programmes in January 1971, some two or three hundredweight of mail were being delivered to the University each day. The problem of sorting incoming mail is eased by the use in addition to the normal address of two P.O. Box numbers, 48 and 50 – the former used by the Registry and the latter by Correspondence Services. Thus a considerable proportion of incoming mail can be passed direct to the appropriate department immediately on delivery.

The first mailing of course units took place on 8 December 1970 and between then and 18 December all students, other than late-registered students, were sent study material covering at least the first four weeks' course work. The utmost co-operation has been received from the Head Postmaster and his staff at Bletchley, with whose help, plans were made to establish from 1 January 1971, a GPO sub-sorting office on University premises. Correspondence packages (and some other items of mail) will then be conveyed direct from the machine-packing room to this area where they will be sorted and transported direct to the rail-head.

In addition to these physical handling and despatch functions, the section was given responsibility for developing the systems for the receipt, recording and dispatch of students' work required of them as part of their course progress. The academic and educational aspects of the continuous assessment procedures are described in another section of this report. In operational terms, they presented considerable problems, arising from an early decision that a student's work should be sent to his Correspondence Tutor via the University in order that proper control procedures could be established and maintained. This involved a handling, sorting, distribution and monitoring system of high complexity, involving four basic steps of receiving and recording all students work, distributing it to the relevant Correspondence Tutors, receiving it back from tutors and finally returning it to students with tutors' comments. In addition a system had to be devised to enable the work of tutors to be monitored so that students should not be penalised by being assigned to an unsatisfactory tutor. This developmental work was undertaken in close collaboration with the Registry and the Data Processing Division and was still underway at the end of the year.

Another major problem tackled by the section in association with the Faculty of Science, was the packaging and dispatch of over 6,300 Science Home Experimental Kits. This involved the employment of some fifty temporary part-time staff between mid-November and early January in a race to beat the clock and send out kits before the start of the teaching year. Kits were dispatched to students by British Road Services in packages containing three cartons – one of chemicals, and two of equipment – strapped together. The chemical packs were delivered intact by the suppliers whilst the other two – one containing instruments and the other apparatus – were packed on the campus.

By December 1970 the staff of the Correspondence Services Division stood at twenty-three – a surprisingly small total when the volume of work is borne in mind.

IX

Support Systems and Records

IX SUPPORT SYSTEMS AND RECORDS

Introduction

One of the primary tasks in 1969–70 was that of developing systems for the effective handling of applications, the selection of students for the first intake, their registration and the maintenance of up-to-date records of their progress through the institution. As the various policy-formulating bodies got underway, it also became apparent that sophisticated systems would also be necessary to support the educational processes behind the 'teaching' operation: the allocation of students to part-time Counsellors, Class Tutors and Correspondence Tutors; the control of the flow of Tutor-marked and Computer-marked Assignments and the up-dating of students' records to include their performance and progress through their courses; and the channelling of the information as it built up to students and tutors and Regional Offices to provide the 'feedback' on progress. This was seen to be a key element of the total instructional system, and the crux of remedial teaching through tuition and counselling.

Because of the likely scale and complexity of these operations in the context of 25,000 students and a part-time tutor force in excess of 3,000 in the very first year of operations, an early decision was taken to rely on an electronic computer not merely as a collator of data on computerised files but much more dynamically as a management tool. The University in fact consciously set out to establish in an uncomfortably short period of time a computer-managed educational system, with no 'hardware' under its own control (the University's own machine, an ICL 1902A, was in fact delivered after Christmas 1970, some two weeks before students began their courses) and with the need to develop all its own 'software' systems and programmes as policy decisions were made. These tasks were assigned to the Data Processing Division of the central administration, working in close collaboration with the Registry and Academic Administration and the various Senate Committees charged with developing educational policy.

Data Processing – Systems Development

The first priority was the development of the computer system to process what at that time was an unknown number of applications. Here, the computer offered the facility to match the characteristics of applicants to those of the student population to be enrolled for the

first year, and this is described in the next section. Data Processing's main role was to develop a quota-filling system in which the computer could be programmed to match course, regional and occupational group quotas established by the Senate to those of the applicants and to allocate places so as to achieve the best possible balance. Repeated analyses of the characteristics of applicants were required in advance of Senate decisions and were used to concentrate limited publicity resources on those courses, occupation groups and regions for which support was below that hoped for. A computer system was designed which performed these functions and also acknowledged and processed applications and finally produced letters informing prospective students of the result of their application.

Data held by the computer for admissions purposes is to be used as the foundation of a comprehensive record for registered students. This record will be built up during the students' university career and used to administer fees, sponsorship, Summer Schools allocation, despatch of course materials, allocation of tutors and examinations. It provides a repository of data on students to be used for planning purposes and as a service for a variety of central and regional administrative operations.

In preparing for the first intake of students, it was decided that the award of a course credit should depend on performance in 'continuous assessment' and in a final written examination, with performance at Summer Schools being taken into account for borderline students in some faculties. The University thus set out to evolve a means whereby a student's progress could be assessed regularly throughout his course, through work required of him which would be marked and graded and would play a part in determining whether he had passed or failed the course. At the same time, such continuous assessment would enable both the University and the student to know, respectively, the efficacy and suitability of course materials, and the ability of the individual to make progress. To achieve this, course teams and the Examinations and Assessment Committee adopted the techniques of 'Computer-marked' and 'Tutor-marked' Assignments, to be undertaken by students at appropriate intervals of the course. A computer system has been developed and introduced to mark, record, analyse and notify students about their performance in Computer-marked Assignments. A considerable variety of objective questions can be set and pioneering work is being done in applying a sophisticated range of facilities on a large scale at University level covering all courses. The system has the potential which is now

being achieved, after earlier delays, to provide a quick response to an assignment from a home-based student. In respect of Tutor-marked Assignments, the computer is used as a control tool to record, progress and monitor the process whereby scripts are sent by the student via Walton Hall to a part-time Correspondence Tutor.

Integration of the functions of a large corps of part-time Counsellors, Correspondence and Class Tutors into the teaching system of the Open University poses some formidable logistic and human problems. In support of the former there is a computer-based system which performs a number of operational procedures such as fee payments from students and to tutors and monitoring of tutor performance.

As far as the final written examination is concerned, a beginning was made in developing a system to administer examinations which would bring together continuous assessment and final examination results and present confirmation to the examination boards on performance overall and in detail on the results of borderline students. When the examining boards' decisions have been made the computer will print pass lists and information for continuing students in their next courses. This task involves very substantial processing and without a computer it could not possibly be done within the short time available between sitting the examinations and the decisions on follow-up courses.

The usual range of computer systems for financial accounting and management have been introduced largely by the adaptation of systems which existed at other universities. These are not wholly suitable but offer a useful range of facilities until the needs of financial management information are more clearly known and resources are available for redesign.

The development of this range of integrated computer systems has not been without problems. The University commissioned a firm of Management Consultants to survey the application of computers in the Open University and from their reports flowed the full development of the Data Processing Division, the design and introduction of the systems described, and the application to the Department of Education and Science for an ICL 1902A computer with tape and disc storage and document reader. It is well known that there is a national shortage of experienced data processing staff, particularly of systems analysts, and the building up of a staff of nearly thirty analysts and programmers in a year-and-a-half has proved difficult, particularly in the rural area in which the University is operating. A very tight schedule was further aggravated

by these difficulties and by the concurrent development of policy and systems and the late authorisation of the on-site computer.

The computer operating, data control and data preparation sections of the Data Processing Division were not fully established even at the end of 1970 when the computer was delivered. Efforts will be needed to effect changes wherever system deficiencies are apparent and to consolidate the existing applications so that the computer can provide its full potential in support of the centre and regions as a powerful aid to the University in its management and forward planning of the educational process. Figure 17 illustrates the way in which the computer is already integrated into the functioning of the system.

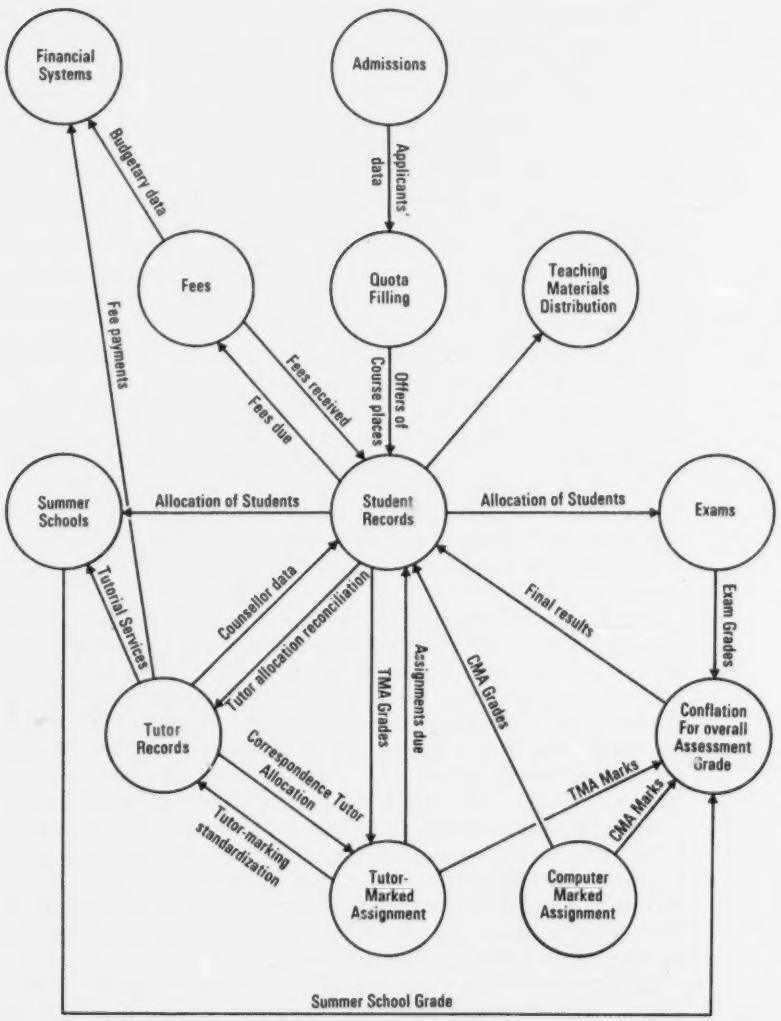
The System for the Admission and Registration of Students

The admission, registration and monitoring of students' progress is the responsibility of the Registry, a section of the academic administration. Major policy for admissions is determined by the Admissions Committee (a Committee of the Senate, with academic, regional and administrative membership) while day-to-day procedures are worked out by a small operations team consisting of Registry, Regional and Data Processing staff. These have involved not only the design of systems to deal with 42,000 students in a year, but also the preparation of written briefs for the training of all the categories of staff involved.

The timetable for establishing policies and for designing procedures was dictated by the decision to start courses in January 1971. Working back from this date, it was decided to offer places to applicants in early September 1970, giving four months for dealing with reserve list candidates, collection of fees, appointment and allocation of tutors, despatch of first packages of study materials, and to iron out unforeseen problems. This, in turn, dictated a closing date for applications by the end of July 1970. The University wanted a long application period, but not so long that applicants would lose interest; the opening date also needed to be related to the completion of a system designed to handle the applications. Mid-January was finally selected as the start of the 'open season' for applications.

The admissions policies of the University and their results in 1970 were described in Chapter VII. The basic criterion for admission to foundation courses in 1971 was simple – first come, first served. For planning purposes it was necessary, however, to have the facility to control the intake to particular courses and to

FIGURE 17 INTEGRATION OF THE COMPUTER SYSTEMS IN THE MANAGEMENT OF THE EDUCATIONAL PROCESSES



particular Regions in order to achieve a balance, and to control the intake on the basis of the occupation of the applicant.

The initial task of the Registry was to send prospectuses to, and deal with correspondence from, some 130,000 enquirers. Over 43,000 completed applications were submitted to the admissions office, basic data being put on to a computer file. Application forms were microfilmed for archive and reference purposes, and the originals sent to Regional Offices for assessment and, where appropriate, for admissions counselling arrangements to be made. In the Regions each application was given individual scrutiny, and a 'grade of suitability' established by reference to standard procedures set out as algorithms adopted by the Admissions Committee to assess motivation and educational preparedness. By the same process an indicator was arrived at to show the apparent state of the applicant's home study circumstances. By reference to these scores applicants were invited for interview not, as in conventional universities, as part of the selection process, but for clarification and advice. Many applicants were given individual counselling; others attended larger group sessions which were run by two Regions in addition to their individual counselling work. Counselling occasionally resulted in the applicant being advised – but not required – to withdraw, but more frequently his 'grade of suitability' was revised upwards. Teachers were not generally invited for counselling, being automatically graded as suitable. It was assumed that their educational preparedness was already good, and that, as counselling resources were scarce, the University should give other candidates priority.

The results of these counselling assessments were fed back to the central computer file. The actual process of allocating places was done as a single operation by the computer after all the applications had been received and processed. The system also controlled the allocation of students to courses since the proportion allowed to register for two courses (twenty per cent) was a good deal lower than the number applying to do so – approximately fifty-five per cent. The limited time available for developing this computerised system resulted in the operation being less sophisticated than had been hoped, and a number of problems cropped up late in the process. However, the allocations were successfully made near to the quotas and the computer printed out letters of acceptance, reserve list letters and 'no place this year' letters, all of which were despatched on schedule at the beginning of September.

Applicants offered a place were allowed over two months in which to pay the provisional registration fee and, where necessary, the

Home Experiment Kit deposit. At the beginning of November it was apparent that acceptances had been lower than had been anticipated, that all the Reserve list had been offered places and that it was necessary to offer places to a number of applicants whom the University had informed it was unable to accept. The latter process resulted in several operational problems. Details of registered students were delayed in reaching Regional Offices and this in turn held up and complicated the process of allocating students to Counsellors, Tutors and Study Centres.

Some difficulties were also experienced with the fee payment system. Fee payments were made through the inter-bank computer bureau. The system worked satisfactorily for most students but in a small number of cases fees paid by students were not recorded on the University's computer records. This caused considerable inconvenience and hardship to the students concerned, and resulted in some paid-up students not being 'on file' when learning material was sent out and when the exercise of allocating tutors to them was undertaken. After the registration fee had been received, each student was sent a copy of the *Study Guide* and asked to complete a Registration Form, which formed the basis of the student record held on computer file. By the end of 1970 Regions had been informed of the acceptance of very nearly all their students and had allocated them to Study Centres, Tutors and Counsellors.

Records of student progress are kept in two places. Details of the students courses, together with marks for their course work, are kept on a computer file. More extensive information, including correspondence, is microfilmed and stored in micro-jackets in the Student Progress files. The decision to microfilm records was in fact the only practicable solution in view of the need to file an estimated 500,000 items in the first nine months and the space which would have been required by a conventional filing system. In each kind of file, the records are confidential, and access to them limited to the particular student, the Students' Progress Committee and the staff concerned in maintaining the file or directly involved in the student's academic progress.

The Credit Exemptions System

Each student can indicate on his registration form that he wishes to apply for general credit exemptions. The Credit Exemptions Committee, responsible to Senate, is charged with individual decisions on credit exemptions, and work began on implementing those decisions at the end of 1970.

A general policy had been quickly evolved (see Chapter V) but

its implementation caused a variety of problems, both in terms of the huge quantitative load of 10,500 applications for exemption needing to be serviced, and of the qualitative judgements that had to be made on a very large number of educational and professional qualifications of different kinds. Procedures for the application for credit exemptions were developed in the Registry as part of the student registration system and complicated both that procedure and the setting up of students' records.

The working of the scheme and the evolution of further thinking on the policy will be a major subject of my 1971 Report. It is mentioned now, partly for its significance for the future if a system of cross recognition of credits were to spread, but more especially, in the context of student registration and record systems. The late development of the policy in some of its more detailed aspects, a decision to allow only registered students rather than all applicants to apply for exemption, and the need arising from the system itself, to consider each individual's application on its own merits, all conspired to make the scheme unworkable in time for the students in January 1971. They were therefore launched on their studies without knowing what exemptions they had been granted. Some students – those eligible for three credit exemptions – set out to undertake two foundation courses in 1971 when, by virtue of the exemptions they were eventually granted, they could count only one of them for credit in their degree scheme – a fact which inevitably had some influence later on the number of two-course students dropping out of one of their courses. We much regret the inconvenience caused by these delays which were the result of the very rapid time-scale adopted.

X

Student Services

X STUDENT SERVICES

An Organisation of Students

One of the major difficulties experienced by students following a correspondence course is a sense of isolation. This should be mitigated to some extent in the Open University where television and radio programmes should help to identify the student with the authors of the correspondence materials, and where Study Centres provide a focal point for discussion groups and other communal activities. But one of the important features in student life – the student union – is missing. The Charter requires that there be an 'organisation of students', and much thought has been given to the form that this should take. There were many who thought that it should be designed by the University on behalf of the students so that it could be ready in January 1971; but the alternative view, namely that the students themselves should be given the opportunity to participate in the design of their own organisation, prevailed and, in consequence, the shape of the organisation of students will not emerge until 1971 at the earliest.

Communication with Students

Of equal importance to the creation of an organisation of students was the need to establish means whereby student members of the University could be kept informed about the development of the University and about its future plans and policies. The whole system of student administration, of student records and association, depended upon one factor – students! Early exploratory surveys showed how little was known about the Open University. Most people, if they had ever heard of the idea, knew it under its erstwhile title of 'The University of the Air', and held ideas of the type of teaching that varied from fact through fiction to fantasy. Therefore the primary task facing the University was to inform and to educate the population to a general awareness of the new opportunities opening up before them. For this purpose the Information Services Division was established.

The national character of the University, with students scattered all over the United Kingdom, makes the problem of keeping students informed of matters that concern them particularly difficult. Whereas notice-boards and drawing pins subserve this function in a conventional university, the Open University has to find a national notice-board. This has to some extent been found through the BBC and proposals were made for regular radio and television 'notice-

board' programmes. In the further planning it became clear that more was needed than an opportunity to communicate straight information in a brief interlude and so the original idea of 'notice-board' programmes was extended to an 'Open Forum' which would both give information and also discuss in broad terms University development, particularly as it affected students. These programmes will be developed as regular features to assist in unifying the student body and the University, particularly as students themselves will be encouraged to take an active part in the programmes. The first of the 'Open Forum' broadcasts was at the beginning of January 1971 and it will continue as a weekly feature on radio and as a monthly one on television.

It is also hoped that it will prove possible to produce a newsletter which can be circulated to students and staff. In the context of the Open University, it could have a more positive role to play than the conventional 'student newspaper': in addition to providing information it could be a means by which students could exchange their experiences and could encourage the independent learner by showing that his problems were shared by many others. To be fully effective such a newsletter would have to reach all staff and students, not simply those who would make a voluntary payment to receive it. Accordingly, it would have to be distributed free of charge. At the end of 1970 it was decided that costs of production and distribution were too high for the newspaper to be launched in 1971.

Student insignia have been designed and arrangements have been made for the sale of an undergraduate tie and lapel badge by Horne Bros. Ltd.

Student Participation in the University's Government

The University's Charter and Statutes make provision for twelve Regional Assemblies and a General Assembly, all representative of part-time tutorial staff and students. The General Assembly may also include members from institutions and organisations co-operating closely with the University in the furtherance of its objects. In June 1970, the University set up a small working group to examine the whole question of implementing the provisions of the Charter relating to the General and Regional Assemblies, and the involvement of students and tutorial staff in the governmental processes of the University. The group suggested that the General Assembly should meet normally once a year, but that the Regional Assemblies should not meet, their necessary electoral functions being conducted by post. There should, however, be consultative

committees in every Study Centre which would elect members to one of twelve Regional Consultative committees, comprising part-time staff and students and these, in turn, would report to a Central Consultative Committee, which would include representatives of both part-time and full-time regional staff, central academic staff and students drawn from the Regional Consultative Committees. These recommendations have been accepted, and the Consultative Committee structure will be activated early in 1971.

XI

Finance

XI FINANCE

Planning Committee Provisions

With so much about the University that would be either unique or so markedly different from the methods of, and conditions in, other universities, the Planning Committee, with the full knowledge of the Government departments concerned, did not set out accurately to forecast the scale, or to estimate the cost, of every activity, although it did list the main items of income and expenditure. These same unique characteristics and marked differences also pointed to the wisdom of financing the new institution directly from the Department of Education and Science, at least for the initial years of its development, and not as a part of the larger exercise operated for other universities through the University Grants Committee.

It was recognised from the start by all concerned that direct funding of this kind must not erode the autonomy normally associated with the granting of university status by Royal Charter to a publicly funded body; and the DES acknowledged that Government funds would be provided as a 'grant-in-aid' under conditions strictly comparable in all main respects with those obtaining traditionally in British universities. Thus the University's governing bodies are fully responsible for managing the University's financial affairs under professional audit, within the total block grant allocated, subject only to scrutiny by the Comptroller and Auditor General and by Parliament through its appropriate committee, on the same terms and conditions as pertain for other universities.

Financial Arrangements with the Department of Education and Science

In subsequent discussions between the Department of Education and Science and the University the above principles were confirmed and a mutually acceptable set of financial arrangements drawn up. In one respect, however, the funding of the institution differs significantly from the method of funding of the other universities by the UGC; and it does so at the University's own suggestion. With the rapid development from an outline plan to an institution with many thousands of students, it was deemed wise to base the planning cycle on a triennium rather than the normal quinquennium adopted for the other United Kingdom universities. The University went further to suggest that the triennium should be a rolling one – that is, that each year the remaining two years of the existing

triennium together with the next following year should be replanned as a new triennium, but this suggestion has not yet been adopted.

The University's recurrent expenditure has from the start been recognised as having two basic components. The first represents 'unavoidables' or 'overheads', largely but not wholly independent of student numbers, and this too can be subdivided into (i) payments to the BBC to meet the costs of production and transmission, and (ii) expenditure by the University itself on full-time staff, plant and buildings, and course development. The Planning Committee estimated in round terms an expenditure in 1973 of £1.8 million on the BBC and of £1.7 million on internal overheads assuming up to 50,000 students. Both these estimates were, of course, at May 1968 prices.

The second basic component of recurrent expenditure is related to supporting the students themselves – 'direct student costs'. These comprise a wide variety of items, the main ones being those of printing, packing and posting the correspondence course materials, hiring and equipping the Study Centres, providing centres with libraries of cassetted audio and audio-visual material, paying a very considerable cadre of part-time staff and meeting a range of additional administrative costs both at the centre and in the regions that arise directly from services for students. It was simply not possible, before the University itself was established, and its academic staff were able to formulate detailed educational policy, to forecast this kind of expenditure with any accuracy.

The Department of Education and Science, however, required outline estimates of recurrent expenditure for forward planning exercises as soon as and, indeed before, the University was set up. These estimates were provided at the end of July 1968 and again in July 1969. They were based on estimated student enrolments of 25,000 a year for three years, beginning in January 1971, and on assumptions about numbers progressing through the system or dropping out of it which by necessity had to be no more than best guesses.

The target of annual admissions of 25,000 for three years was by June 1970 accepted by the then Government as the basis of developments in the triennium 1971–3 and one of its last acts before the 18 June General Election was to confirm the block grants-in-aid to the University for that period. These amounted to £5.494 million for 1971, £6.863 million for 1972 and £7.869 million for 1973.

In all the planning of the levels of recurrent expenditure and in all the financial arrangements with the Department of Education and Science it has been taken as axiomatic that, wherever the University

Grants Committee had established norms – as for example in academic staff salaries – the University would operate in accordance with them.

The block grants approved by the out-going Government proved, however, to be short-lived. One of the first acts of the new Government was to order a major examination of all public expenditure with a view to substantial reductions as part of general measures intended to improve the national economic situation. Expenditure on the Open University was included in the review; the block grant for 1971, most of which had already been committed, survived, but the allocations for 1972 and 1973 were reduced in total by some £500,000 and £600,000 respectively.

It was the general understanding that the University as a result of these reductions, would have to adjust its planned scale of operations in order to achieve a total number of finally registered undergraduate students in 1973 within the range of 36,000–42,000. Early examination of the implications of the new block grant levels indicated that admissions in 1972 would have to be reduced to something like 20,000, and in 1973 to a figure between 15,000 and 18,000 depending on the survival rate of the first intake.

In all the discussions with the Government that were an integral part of these re-examinations, the University was singularly fortunate in having the sympathetic understanding and consideration of the responsible officials in the Department of Education and Science. They were as aware as their opposite numbers in the University of the very great difficulties involved in planning for a unique educational experiment on the basis of very little information, and of subsequently adjusting it by significant amounts in the same state of relative ignorance, before any actual experience of running the system had been obtained.

In relation to capital expenditure the effects of the change of Government were felt in so far as it was announced as a policy that all building programmes should be re-examined in order that they be 'phased' over a longer building period. This has meant very considerable delay in proceeding with Phase III of the Development Programme set out in Chapter III, with the serious consequence that the University cannot fulfil its undertakings to staff employed in the Faculties of Science and of Technology to provide adequate research accommodation at Walton Hall.

The Accounts

Since the beginning of 1969 there have been four accounting periods. This was because of the change-over in responsibility

following the grant of the Charter; and of the change from the Government's fiscal-financial year to the University's calendar-financial year. The four financial periods were:

January 1969–March 1969	Part of 1968–9 fiscal year: accounts wholly assimilated in DES accounts.
April 1969–May 1969	Part of 1969–70 fiscal year: accounts were the responsibility of the DES but a separate statement is prefixed to the Report of the Treasurer on the Accounts.
June 1969–March 1970	The first accounting period of the University.
April 1970–December 1970	The second accounting period of the University.

From 1971 onwards the accounts will be for the twelve months calendar year which corresponds to the University's financial year. It is hoped to present the audited accounts together with the Vice-Chancellor's Annual Report for the previous year to the Council at its September meeting in each year.

The statement of accounts for the period 1 June 1969 to 31 March 1970 is given in Appendix VIII and that for the period 1 April to 31 December 1970 in Appendix IX.

XII

External Relations

XII EXTERNAL RELATIONS

The Early Image

When, in late 1968 and early 1969 I gave talks about the Open University to universities, to adult education groups, or, indeed, to any audience whatsoever, the reaction was entirely predictable. There was at the beginning profound scepticism, garnished with ridicule and hostility; and, by the end, if one was lucky, the garnish might have disappeared and the scepticism might be a little less profound.

The idea of the 'University of the Air' had been far too long thought of as a political gimmick to remain a respectable and credible academic proposition. The very name suggested 'taking a degree by watching the telly' – and no academic could believe in that. This was the common illusion, but there were many more, and all the illusions were very properly criticised. Academic scepticism was reinforced by very considerable and very understandable resentment since the University was to be financed at the very time that adult education in general was being hard hit by financial stringency. It was not surprising that many people felt that the money might be better spent in reinforcing the existing institutions. Explanations of the pattern of the Open University envisaged by the Planning Committee – reinforced after February 1969 by the availability of its Report – did much to dispel the illusions but could not wholly remove the scepticism nor the resentment. We were sustained in this early period by the faith of the Planning Committee itself and of a few staunch supporters in other circles.

Academic Respectability

The change in the academic reaction really began with the announcements progressively made from early 1969 of the appointments to the academic staff. It was primarily the fact that all the staff were drawn from the established academic world and were of a quality that matched that of any other university that began to make the rest of that world take the new institution more seriously. It would have been disastrous, for example, if our early staffing policy had been to appoint those with broadcasting rather than conventional academic experience and reputation. I have already drawn attention to the very generous support accorded to the University by academic colleagues from many established universities during the initial staffing period and this initial impetus has been sustained throughout all the subsequent staffing procedures.

In the latter part of 1970 the first course materials also began to filter through to the attention of the academic world; and this began another round of reappraisal. The original concept of a university from which you could gain a degree by watching the telly had, by this time, been generally replaced by the notion of a conventional correspondence college; and to this notion had been tagged the usual vision of correspondence materials – stencilled copies of single-space typescript on both sides of foolscap sheets. The idea that high quality teaching material could also be attractively and sometimes compulsively presented only dawned with the appearance of our first course materials.

Both of these factors played a part in the attainment of academic credibility. Full achievement is of course not yet attained and will take a long time. But great strides should be taken in 1971 when a complete integrated programme is first presented; and further strides will depend first upon pass lists and then upon graduation lists.

Publicity

Through the period under review the national press has carried continuous coverage of our activities; and this has been guided and fostered by our Information Services Unit. The maximum publicity was over the first admissions to the University and the effect of the change of Government on the financial support to be given to the University. But each other step in our development has had its attached story, told either in the national or in the local press. Our policy of providing full facilities to all journalists has inevitably meant that, on occasion, the University's own weaknesses, during a period of rapid development, were open to public view and were seized upon by those wishing to be hostile. However, throughout 1970 especially, the general tone of press reports became generally favourable as knowledge and understanding improved.

Notoriously general public awareness is slow to awaken and in spite of this continuous press coverage, coupled with a moderate coverage in radio and television, knowledge of the University is patchy. Teachers are the best informed – understandably since the educational press has always given good coverage to educational experiment. But the man in the street remained generally unaware of our existence. Remarkably, by public opinion standards, thirty-one per cent of the population had heard of the Open University by the end of 1970 but, more significantly the proportion of working men and women who had heard of it was only seventeen per cent.

It is hoped that with continuing broadcasting through 1971 and the further development of our own public relations services it will be possible to improve these percentages substantially and, perhaps, unprecedentedly.

The University attracted in 1970 a very large number of visitors from all sorts of interested groups in this country. Perhaps, however, the most striking fact of all is that even this large number is small compared to the number of overseas visitors who visit the campus; hardly a day goes by without such visitors, and the problems of receiving them, showing them around, and describing our work are real and growing ones, placing very heavy burdens on our Information Services Unit and to some extent upon our other staff.

Overseas Interest

The flood of overseas visitors is symptomatic of the quite extraordinary degree of interest shown by overseas governments in our activities. This interest stems, I believe, from our low costs and home-based systems and, consequently, rests upon the prospect of extending the range of higher education. There seems little doubt that, in many instances, this hope is likely to be unfounded, but it remains politically attractive.

There are a number of criteria which, even at this early stage, seem to us to be necessary for the successful creation of an Open University type of institution. Among them are:

(i) a large enough pool of persons who are capable of higher education but were denied it after having had schooling to secondary level;

(ii) a distribution network that is adequate – including postal, radio and television services;

(iii) an adequate supply of qualified part-time teachers.

Unless these basic criteria are met the system is unworkable. If they can be met, then some modified system could be made to work. An interesting question is, however, whether the course materials that we produce could, by a wholly different system and perhaps in a wholly conventional residential situation, greatly improve the standard of higher education in many circumstances, even where none of the three criteria is satisfied.

Throughout 1970 there was also a growing interest from overseas commercial interests in the marketability of our course materials. This is not a political nor yet an academic interest; but it is none the less one which we would do well to foster.

The Acceptability of the University

The University has been accepted into the academic world in a number of ways; perhaps the most notable are that we have become a member of Universities Council for Adult Education on the national level and of the Association of Commonwealth Universities on the international scene.

Visits Overseas

Throughout the period under review senior members of the University made the following visits overseas:

Vice-Chancellor	University of South Africa, Pretoria – May 1969 USA – November 1969 Canada – October 1970
University Secretary	University of South Africa, Pretoria – May 1969 USA – June 1969 Munich – March 1970 India – December 1970 Cyprus – December 1970
Dean, Educational Studies	Holland – April/May 1969 Sweden – April/May 1969 UNESCO International Conference on Correspondence Education, Paris – July 1969 USA – May 1970
Dean, Mathematics	Israel – April 1970 and December 1970
Dean, Science	Austria – July 1969
Dean, Social Sciences	UNESCO International Conference on Correspondence Educati[illegible]aris – July 1969
Director, Institute of Educational Technology	Munich – April 1970 Strasbourg – October 1970 USA – December 1970
Director of Publishing	Frankfurt Book Fair – September 1970

Meeting the Objectives of the University

In paragraph 18 of its Report, the Planning Committee stated succinctly the objects of the University, as it saw them:

> 'In summary, therefore, the objects of the Open University are to provide opportunities, at both undergraduate and postgraduate level, of higher education to all those who, for any reason have been or are being precluded from achieving their aims through an existing institution of higher education. This does not imply competition with existing institutions, but rather an attempt on a national scale to complement their efforts; an attempt which may well increase the demands upon existing institutions, as students, stimulated by the experience of part-time study, increasingly come to want the opportunity for full-time study.'

This summary has been endorsed by the Council and the Senate on a number of occasions, and there has been little or no evidence of any change of view.

As a part of the re-examination of public expenditure set in train by the new Government after the election of June 1970 the University was asked to examine how far it could play a part in the overall development of higher education in the country. The gist of the exchange of correspondence that took place in 1970 is given in Appendix X to this Report.

There has been much speculation about how far the Open University could be used to provide education for qualified school-leavers. This matter is still under examination by the University. At this stage it is possible only to stress two things:

(i) we must not inflict our system upon eighteen-year olds unless and until it has been tested in practice and found suitable for such students on a pilot scale;

(ii) subsequent use of our system for qualified school-leavers must not be allowed to prejudice the present provision for the older students over twenty-one.

Our further negotiations with the Government will be devoted towards trying to ensure that these two essential points are met in any programme that may be implemented. It has, however, already emerged that, amongst the most potent effects that the University may have is that of encouraging the interchangeability of credits. Furthermore, patterns of combined courses of education, using our particular strengths with the particular strengths of conventional institutions are beginning to emerge and to be examined.

Then, too, our role in providing post-experience courses already looks promising. There would thus seem to be ample serious innovatory work for the University quite apart from using it as a means of extending the provision for qualified school-leavers. Nevertheless we entered 1971 prepared to examine all proper purposes and to meet them in so far as our resources allow.

Appendices

APPENDIX I

MEMBERSHIP OF THE PLANNING COMMITTEE

Members

Sir Peter Venables, PhD, DSc, FRIC, Chairman
(Vice-Chancellor of the University of Aston in Birmingham)

Sir William Alexander, PhD, MA, MEd, BSc
(General Secretary of the Association of Education Committees)

Sir Eric Ashby, FRS
(Vice-Chancellor of the University of Cambridge)

Dr E. W. H. Briault, MA
(Deputy Education Officer of the Inner London Education Authority)

Professor Asa Briggs, BSc(Econ), MA
(Vice-Chancellor of the University of Sussex)

Lord Fulton, MA
(former Vice-Chancellor of University of Sussex)

Lord Goodman, MA, LLM
(Solicitor; Company Director; Fellow of University College, London; Chairman of the Arts Council)

Mr Brian Groombridge, MA
(Education Officer, Independent Television Authority)

Professor Hilde T. Himmelweit, PhD
(Professor of Social Psychology, London School of Economics)

Mr I. Hughes, LLB
(Warden of Coleg Harlech)

Sir Brynmor Jones, PhD, LLD, ScD, FRIC
(Vice-Chancellor of the University of Hull)

Dr F. J. Llewellyn, BSc, DSc, LLB, FRS(NZ)
(Vice-Chancellor of the University of Exeter)

Mr Norman MacKenzie, BSc(Econ)
(Director of the Centre for Educational Technology at the University of Sussex)

Mr Roderick MacLean, MA, MEd
(Director of the University of Glasgow Television Service)

Dr A. J. Richmond, BSc(Eng), FIMechE
(Principal of Lanchester College of Technology)

Professor Lord Ritchie-Calder, CBE, MA
(University of Edinburgh)

Mr J. Scupham, OBE, BA
(former Controller of BBC Educational Broadcasting)

Professor Roy Shaw, BA
(Director of Adult Education, University of Keele)

Professor Harold Wiltshire, MA
(Professor of Adult Education, University of Nottingham, now seconded to the Institute of Adult Education, University of Ghana)

Assessors

Department of Education and Science	Mr R. Toomey
University Grants Committee	Mr J. Swindale
British Broadcasting Corporation	Mr R. S. Postgate

Secretary Mr D. V. Stafford

APPENDIX II

MEMBERSHIP OF THE COUNCIL

The Chancellor	Lord Crowther
The Pro-Chancellor	Sir Peter Venables
The Treasurer	Sir Paul Chambers
The Vice-Chancellor	Dr Walter Perry
The Chairman of the Academic Advisory Committee	Professor Hilde Himmelweit
Four members appointed by the Lord President of the Privy Council	Lord Goodman Sir Ronald Gould Lord Ritchie-Calder Professor J. R. Webster
Three members appointed by the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom	Professor Asa Briggs Sir Brynmor Jones Dr F. J. Llewellyn* Sir Samuel Curran**
Three members representative of Local Education Authorities, appointed by the associations of Local Education Authorities and Education Committees and the Inner London Education Authority	Dr J. Haynes Alderman Mrs E. M. Ryley Alderman Mrs J. Smith
One member representative of education authorities in Scotland, appointed by the Association of County Councils in Scotland and the Scottish Counties of Cities Association	Bailie Stewart Stevenson
One member appointed by the Royal Society	Professor G. Porter
One member appointed by the BBC	Mr R. S. Postgate
Six members of the Senate appointed by the Senate	Mr R. H. Beevers Mr H. G. Flegg*/Dr K. Urwin*** Professor R. T. Green Professor W. James* Mr B. E. Stone*** Professor A. Marwick Dr R. A. Ross

* to 31 July 1970 ** from 1 October 1970 *** from 1 August 1970

Eight (maximum) co-opted members	Sir William Alexander
	Mrs M. Durbridge
	Mr N. Mackenzie
	Dr F. Lincoln Ralphs
	Sir Alan Richmond
	Mr J. Scupham
	Professor R. Shaw
	Sir Frederick Warner

The Charter also provides for the appointment, in due course, of four members by the General Assembly of whom two shall be members of the part-time academic staff and two shall be students.

MEMBERSHIP OF ADVISORY COMMITTEES

ADVISORY COMMITTEE ON ADULT AND HIGHER EDUCATION

Representatives

Association for Adult Education	Mr E. W. Foulser BSc, Hon Secretary
Association of British Correspondence Colleges	Mr I. B. Young FCIS, Chairman, Council of Association of British Correspondence Colleges
Association of Chief Education Officers	Mr Roy P. Harding BSc, FIMA, DPA, Chief Education Officer, Buckinghamshire County Council
Association of County Councils in Scotland	Mr William Goudie JP, Chairman, Ayr County Council Education Committee
Association of Directors of Education in Scotland	Mr T. Landsborough Director of Education, Alloa
Association of Education Committees	Dr F. Lincoln Ralphs MSc, PhD, LLB, Chief Education Officer, Norfolk County Council
Association of Lecturers in Colleges of Education in Scotland	Mr A. G. Nicolson Chairman
Association of Municipal Corporations	Mr R. Turner MA, Chief Education Officer, Gloucester
Association of Principals of Colleges of Education in Scotland	Mr David E. Stimpson MA, MEd, Chairman
Association of Principals of Technical Institutions	Mr K. H. McAllister BA, Principal, Dacorum College of Further Education
Association of Teachers in Colleges and Departments of Education	Mr E. W. Holwell Didsbury College of Education
Association of Teachers in Technical Institutions	Mr T. Driver BA, Dip Ed, General Secretary
Association of Tutors in Adult Education	Mr T. F. Evans Chairman

Association of University Teachers	Mr E. W. Hughes Department of Adult Education, The University, Newcastle upon Tyne
Birkbeck College	Professor P. H. Venables BA, PhD, Dean of the Faculty of Science
British Broadcasting Corporation	Mrs J. M. Rogers BA, Further Education Officer (South)
Confederation of British Industry	Mr John Dodge MA, Director, Communication, Advertising and Marketing Education Foundation
Conference of Wardens of Short-term Residential Colleges	Mr. A. Kingsbury BSc (Econ), Principal, Wansfell College
Co-operative Union Education Department	Mr R. L. Marshall OBE, MA, Principal, Co-operative College, Loughborough
Council for National Academic Awards	Mr F. G. Hanrott BA, Registrar and Secretary
County Councils' Association	Mr J. S. B. Boyce TD, MA, Chief Education Officer, Lancashire County Council
Department of Education and Science	Mr C. W. Rowland Staff Inspector
Educational Centres' Association	Dr R. J. South City Literary Institute
Independent Television Authority	Mr B. Groombridge Education Officer
Inner London Education Authority	Mr A. Grant Chairman, Further and Higher Education Sub-Committee
Library Association	Mr D. Foskett MA, FLA, Librarian the Institute of Education, University of London

Museums' Association	Mr F. Greenaway Keeper of Chemistry, Science Museum
National Extension College	Mr J. E. H. Blackie CBE
National Federation of Women's Institutes	Mrs G. L. Jacques JP, MA, Chairman, General Education Sub-Committee
National Institute of Adult Education	Dr E. M. Hutchinson OBE, MA, Secretary
National Joint Committee of Working Women's Organisations	Miss F. Price JP
National and Local Government Officers' Association	Mr K. Carter MA, LLB, DPA, Education Officer
National Union of Townswomen's Guilds	Mrs M. E. Rice BA, National Chairman
Committee of Directors of Polytechnics	Mr N. Lindop MSc, FRIC. Director, Hatfield Polytechnic
Residential Colleges Committee	Mr Ieuan Hughes LLB, Warden, Coleg Harlech
Scottish Committee of National Union of Townswomen's Guilds	Mrs K. Thomson Vice-Chairman
Scottish Counties of Cities Association	Councillor R. M. Knox Chairman, Edinburgh Corporation Education Committee
Scottish Education Department	Mr D. S. Graham HMI
Scottish Institute of Adult Education	Mr Norman Dees Director of Extra-Mural Studies, University of Glasgow
Scottish Trades Union Congress	Mr J. Jack CBE, JP, General Secretary
Scottish Women's Rural Institutes	Mrs I. Mackenzie Hon Treasurer
Standing Conference of Women's Organisations	Mrs Gillian Pitt BSc, WEA Tutor in Sociology

Trades Union Congress	Mr J. Crawford Chairman, TUC Education Committee
Trades Union Congress Women's Advisory Committee	Miss E. Chipchase Secretary
Universities Council for Adult Education	Professor E. M. Eppel Director of the Centre for Continuing Education, The University of Sussex
University of London External Department	Mr P. F. Vowles MA, External Registrar
Welsh Joint Education Committee	Alderman Mrs D. M. Rees CBE, JP
Workers' Educational Association	Mr R. J. Jefferies BA, General Secretary
Appointed by the Council	Professor H. C. Wiltshire (Chairman), The Director of Studies, Local Centres and Tutorial Services Mr R. S. Postgate Alderman Mrs Ethel Ryley Professor Roy Shaw Bailie Stewart Stevenson
Appointed by the Senate	Directors of Studies (or their nominees) namely Mr J. F. Murrell (Social Science) Professor G. Holister (Technology) Professor W. James (Educational Studies) Dr R. M. Holmes (Science) Professor R. C. Smith (Mathematics) Mr B. E. Stone (Arts)

ADVISORY COMMITTEE ON PUBLISHING

Representatives	
Booksellers' Association	Mr G. R. Davies Director
British Broadcasting Corporation	Mr W. J. B. Robinson Chief Assistant (Open University)
British National Bibliography	Mr A. J. Wells FLA, General Editor
Library Association	Mr E. V. Corbett MA, FLA, FRSA, Borough Librarian, Wandsworth Central Library
Publishers' Association	Mr Colin Eccleshare Cambridge University Press
Society of Authors	Miss Philippa MacLeish Assistant Secretary
Appointed by the Council	Professor J. Ferguson (Chairman) Sir Paul Chambers Lord Crowther Lord Goodman Lord Ritchie-Calder The Director of Information Services The Librarian The Director of Publishing
Appointed by the Senate	Professor M. Bruckheimer Professor M. Drake Professor A. Marwick Professor S. P. R. Rose

ADVISORY COMMITTEE ON SERVICES EDUCATION

Ministry of Defence	Lieutenant-Colonel C. E. Goddard
Royal Navy	Instructor Commander V. J. Crisp
The Army	Colonel R. J. Bond Lieutenant-Colonel Dickerson
Royal Air Force	Group Captain F. G. Rice Wing Commander C. W. Cox
Women's Services	Air Commodore Philippa Marshall (WRAF)
Appointed by the Council	Bailie Stewart Stevenson (Chairman) Mr J. Scupham Alderman Mrs J. Smith Mr R. H. Beevers
Appointed by the Senate	Major B. P. Connors Mr H. G. Flegg

ADVISORY COMMITTEE ON STUDENT LIBRARY SERVICES

Representatives

ASLIB	Mr L. J. Anthony Assistant Director (Services)
BBC	Mr Richard Hewlett Head of Reference and Registry Services
British Museum	Mr J. L. Wood Keeper, Department of Printed Books
Department of Education and Science, Libraries Division	Mr P. H. Sewell Senior Library Adviser
Library Association	
Public Libraries	Mr S. H. Horrocks FLA Borough Librarian, Reading Mr G. E. Smith FLA, County Librarian, Leicester
Universities	Mr P. Havard-Williams MA, ALA, ANZLA, Librarian, The Queen's University, Belfast
Colleges, Institutes and Schools of Education	Mr D. J. Foskett MA, FLA, Librarian, University of London Institute of Education
Colleges of Technology and Further Education	Mr G. W. J. Wheatley FRSA, FLA, Tutor-Librarian, St Albans College of Further Education
National Central Library	Mr I. P. Gibb Deputy Librarian
National Lending Library for Science and Technology	Dr D. J. Urquhart Director
SCONUL	Dr B. J. Enright Librarian, University of Sussex
Scottish Central Library	Mr M. C. Pottinger DSc, FLA, Librarian
Services	Mr R. A. Wafer ALA, Librarian, Institute of Army Education, Books Section

Observer	
University Grants Committee	Mrs E. W. Cahan
Appointed by the Council	Mr J. Scupham (Chairman)
	Professor Asa Briggs
	Lord Ritchie-Calder
	Mrs I. Chaplin
	Librarian
Appointed by the Senate	Director of Studies, Local Centres, and Tutorial Services
	Mrs Hedy Brown
	Major B. P. Connors
	Mr R. H. Gosford
	Mr N. W. Gowar
	Professor G. N. A. Vesey
	Dr R. C. L. Wilson

ADVISORY COMMITTEE ON STUDIES IN EDUCATION

Representatives

Association for Adult Education	Mr H. D. Gilbert DipSoc, ABD, The North Havering College
Association of Education Committees	Dr John Haynes MA, DCL, County Education Officer, Maidstone, Kent
Association of Municipal Corporations	Mr L. J. Drew MA, MEd, Director of Education, Swansea
Association of Principals of Technical Institutions	Mr C. Jameson BSc, MEd, Garnett College
Association of Teachers in Colleges and Departments of Education	Mr S. Hewett BA, General Secretary
Association of Teachers in Technical Institutions	Mr G. E. Wheeler BSc(Econ), Dip Eng, Deputy Director, Further Education Staff College, Blagdon
Association of University Teachers	Mr M. Underwood University of London, Institute of Education
British Broadcasting Corporation	Mr John Robson Secretary, School Broadcasting Council
British Council	Mr J. G. G. Muir Director, British Council's Education General Department
Catholic Education Council	Sister Christine Grace Principal, St Paul's College of Education, Rugby
County Councils' Association	Mr J. S. B. Boyce TD, MA, Chief Education Officer, Lancashire County Council
Council for National Academic Awards	Mr F. G. Hanrott BA, Registrar and Secretary
Council for Church Colleges of Education	Professor A. V. Judges

Independent Television Authority	Mr Brian Groombridge Education Officer
Inner London Education Authority	Dr L. W. H. Payling Chief Inspector
Joint Committee of the Four Secondary Associations	Miss M. R. Osborn MA, Headmistress, Stevenage Girls School
Methodist Education Committee	Rev D. C. G. Whittle MA, Head of Dept. of Religious Studies, Newton Park College of Education, Bath
National Association of Head Teachers	Mr W. Barnett Headmaster of Castlevale Comprehensive, Birmingham
National Association of Inspectors of Schools and Educational Organisers	Mr A. C. Saward President
National Association of Schoolmasters	Mr F. A. Smithies
National Association of Youth Service Officers	Mr J. D. Wood Youth Organiser
National Council for Educational Technology	Mr G. Hubbard BSc, Director
National Foundation for Educational Research in England and Wales	Dr S. Wiseman MEd, DSc, FPPsS, Director
National Union of Students	Mr D. Logan Deputy President
National Union of Teachers	Dr Walter Roy Executive Member
Publishers' Association Educational Group	Mr Peter du Sautoy Faber and Faber
Scottish Council for Research in Education	Mr G. J. Pollock MA, MEd, Depute Director
Schools Council	Dame Muriel Stewart OBE, Chairman of the Council
Universities Council for the Education of Teachers	Professor J. W. Tibble Academic Secretary
Welsh Joint Education Committee	Professor Emeritus D. W. T. Jenkins
Youth Service Association	Mr H. Marchant Hon Training Officer

General Teaching Council for England (when established)	To be appointed
Representatives nominated by the Open University Scottish Council sub-group on Education (when established)	To be appointed
Assessors	
Department of Education and Science	Mr C. Wigfull Assistant Secretary, Teachers Branch Miss K. M. P. Burton Inspector
Scottish Education Department	Mr H. F. Smith HMI
Northern Ireland Ministry of Education	Mr T. Cowan Senior Inspector
Appointed by Council	Professor J. R. Webster (Chairman)
Appointed by Senate	
The Dean and Director of Studies Educational Studies	Professor W. James
The Director of the Institute of Educational Technology	Professor D. G. Hawkridge
Two representatives from the staff of the Institute of Educational Technology	Professor B. N. Lewis Mr W. Prescott
The Professorial Staff of the Educational Studies Faculty	Professor J. E. Merritt Professor D. F. Swift Professor P. Williams
Two representatives from the non-professorial staff of the Educational Studies Faculty	Mr A. Cashdan Mr G. M. Esland
One representative from each of the other Faculties of the University	Arts – Mr B. E. Stone Maths – Mr N. Gowar Science – Dr R. A. Ross Social Sciences – Mrs Hedy Brown Technology – Dr A. Porteous
One representative of the Regional Tutorial Services	Mr D. A. Grugeon
Co-opted Members	Up to ten other persons co-opted by the Committee

ADVISORY COMMITTEE ON WALES

Members nominated by the Council of the University of Wales	Professor F. Llewellyn-Jones CBE, MA, DPhil, DSc, FInstP
	Professor Emeritus D. W. T. Jenkins
	Mr Alwyn D. Rees MA
	Mr J. G. Thomas MA
Members nominated by the Council of the Open University	The Vice-Chancellor
	Professor J. Ferguson
	Mr I. Hughes
	Professor J. R. Webster
Members nominated after consultation with the Education Office for Wales	Mr D. A. Davies BA
	Mr L. J. Drew MA, MEd
	Mr W. LI. Lloyd CB, MA
	Mrs Nest Owen JP, BA
Assessors	Mr R. S. Postgate (BBC)
	Mr J. Rowley (BBC, Wales)

LIAISON COMMITTEE WITH THE DISABLED

Representatives

British Council for the Rehabilitation of the Disabled	Miss D. M. Pammenter Deputy Secretary General
Central Council for the Disabled	Mr G. Wilson Public Relations Officer
Department of Education and Science	Miss M. T. McBride HMI
Department of Health and Social Security	Miss J. M. Mason Social Work Officer
Royal National Institute for the Blind	Mr M. S. Colborne-Brown Education Officer
Appointed by the Council	Mrs M. Durbridge (Chairman)
Appointed by the Senate	Professor B. N. Lewis Mrs C. King Mr D. M. Boswell Mr D. Armstrong

LOCAL AUTHORITIES LIAISON COMMITTEE

Representatives

Association of Chief Education Officers	Mr Roy P. Harding BSc, FIMA; DPA, Chief Education Officer, Buckinghamshire County Council
Association of Chief Education Officers in Wales	Mr T. M. Morgan Director of Education, Monmouthshire County Council
Association of County Councils in Scotland	Bailie D. J. B. Ritchie Chairman, Fife County Council Education Committee
Association of Directors of Education in Scotland	Mr Lachlan B. Young MA, LLB, MEd, Director of Education, Perth

Association of Education Committees	Mr W. Trevor Vaughan CBE, JP
Association of Local Authorities of N. Ireland	Mr H. R. Brown MComSc, JP, President
Association of Municipal Corporations	Alderman A. Moore
County Councils' Association	Mr L. K. W. Brown Deputy Secretary (Education)
Inner London Education Authority	Mrs Irene Chaplin BA, JP, Deputy Leader
Library Association	Mr S. Horrocks FLA, Borough Librarian, Reading
Scottish Counties of Cities Association	Councillor W. M. Hutcheson
Welsh Joint Education Committee	Alderman Mrs D. M. Rees CBE, JP
Assessors	
Department of Education and Science	Mr S. P. Whitley
Scottish Education Department	Mr J. J. Farrell
Appointed by the Council	Alderman Mrs Jessie Smith (Chairman) Sir William Alexander Dr E. W. H. Briault Mrs Margaret Durbridge Dr J. Haynes Dr F. Lincoln Ralphs Alderman Mrs Ethel Ryley Mr J. Scupham Bailie Stewart Stevenson
Appointed by the Senate	Professor W. James Mr R. H. Beevers Professor G. Holister Professor D. J. Murray Mr N. Woods

MEMBERSHIP OF THE INTERIM ACADEMIC ADVISORY COMMITTEE

Professor Asa Briggs, BSc (Econ), MA
(Vice-Chancellor of the University of Sussex)

Professor Hilde T. Himmelweit, PhD
(Professor of Social Psychology, London School of Economics)

Dr F. J. Llewellyn, BSc, DSc, LLB, FRS(NZ)
(Vice-Chancellor of the University of Exeter)

Mr J. Scupham, OBE, BA
(former Controller of BBC Educational Broadcasting)

Professor Roy Shaw, BA
(Director of Adult Education, University of Keele)

Sir Peter Venables, PhD, FRIC
(former Vice-Chancellor of the University of Aston in Birmingham)

The Vice-Chancellor

MEMBERSHIP OF THE ACADEMIC ADVISORY COMMITTEE

Professor Hilde T. Himmelweit, PhD
(Professor of Social Psychology, London School of Economics), (Chairman)

Professor J. C. Gunn, MA
(Cargill Professor of Natural Philosophy, University of Glasgow)

Dr Sidney Holgate, MA
(Master of Grey College, University of Durham)

Dr Kathleen Kenyon, CBE, DLitt, MA
(Principal of St Hugh's College, Oxford)

Professor K. W. Keohane, BSc, PhD
(Vice-Principal of Chelsea College, University of London)

Mr Frank Thistlethwaite, MA
(Vice-Chancellor of the University of East Anglia)

Dr Bryan Thwaites, MA, PhD
(Principal of Westfield College, University of London)

Lord Wynne-Jones
(Emeritus Professor of Chemistry, University of Newcastle upon Tyne)

The Vice-Chancellor

APPENDIX V

EXTERNAL EXAMINERS FOR FOUNDATION COURSES IN 1971

ARTS

P. Alexander, BA, BSc
(Professor of Philosophy, University of Bristol)

R. Banham, BA, PhD
(Professor of the History of Architecture, University College, University of London)

G. F. A. Best, MA, PhD
(Sir Richard Lodge Professor of History, University of Edinburgh)

Barbara Hardy, MA
(Professor of English Literature, Birbeck College, University of London)

Sir Jack Westrup, BMus, MA, Hon DMus, FBA
(Heather Professor of Music, University of Oxford)

SOCIAL SCIENCES

D. V. Glass, BSc (Econ), PhD, Hon DSc, FBA
(Martin White Professor of Sociology, London School of Economics, University of London)

MATHEMATICS

Professor J. G. Clunie, BSc, PhD
(Professor of Pure Mathematics, Imperial College of Science and Technology, University of London)

S. Michaelson, ARCS, BSc
(Professor of Computer Science, University of Edinburgh)

T. J. Willmore, PhD, DSc
(Professor of Pure Mathematics, University of Durham)

SCIENCE

W. Fuller, BSc, PhD
(Reader in Physics, King's College, University of London)

J. W. Hannay, BSc, PhD
(Senior Lecturer in Plant Physiology, Imperial College of Science and Technology, University of London)

Sir Ronald Nyholm, MSc, PhD, DSc, Hon ScD, FRIC, FRS
(Professor of Chemistry, University College, University of London)

P. C. Sylvester-Bradley, BSc, FGS
(Professor of Geology, University of Leicester)

APPENDIX VI

PREPARATORY COURSES: A POLICY STATEMENT

A number of educational institutions throughout the country are offering courses which can provide a useful form of preparation for students who are considering making application to the Open University. These courses do not form any kind of prerequisite for entrance to the Open University, which has no formal entrance qualifications. However, they can provide, both to the student himself and the University, evidence of the student's ability to pursue a sustained course of advanced study.

Preparatory courses can in general be divided into three broad groups:

1 Integrated multi-media courses, comprising a correspondence course integrated with television and/or radio programmes. Apart from the academic relevance of such courses, this type of course gives an introduction to the method of teaching which will be used by the University.

2 General non-vocational courses of the kind provided in the main by adult education agencies.

3 Specialised courses which would relate to a particular discipline or aspect of a discipline designed to meet the needs of Open University applicants for admission in respect of the subject matter they would expect to experience in foundation courses. Although such courses might be designed with the specific needs of the Open University in mind they would also contribute generally to the non-vocational adult education course provision.

The kinds of preparatory courses which belong to the first two groups will be suitable for any applicant to the Open University, and the University welcomes the way in which individual institutions are preparing to provide these courses to meet the demand from students. In the case of courses which are intended to provide an introduction to a specific subject, it is obviously desirable that the institutions organising the preparatory course should be fully acquainted with the syllabus of the Open University course, and the University will be only too pleased to provide full information on course syllabuses and on future courses, as this becomes available, in order to assist colleges and other bodies in planning courses which can provide a meaningful introduction. In this connection, it should be emphasised that such preparatory courses are in no way an essential prerequisite for admission to an Open University course; rather they are welcomed by the University as providing an introduction which will be of assistance to students who feel that they should undertake some initial study of a subject before entering upon a University course. When the University's foundation

courses have been running for a year or so, the University will be able to examine the particular areas in which students appear to need help and advice.

The Open University is determined to maintain its stated objectives of having no formal entrance requirements and therefore it cannot say that good results in any preparatory course will guarantee a student admission, or, on the contrary, that failure in a preparatory course will lead to automatic rejection of an applicant by the University. The University does, on the other hand, take into account in its admissions process the level of preparedness of applicants and the extent to which they have undertaken sustained part-time study.

In order to make preparatory courses as meaningful as possible, the Open University is prepared to provide information and syllabuses relating to its courses to any institution which is considering launching a preparatory course. It is, however, unable to recognise any preparatory course being an 'Official' Open University preparatory course.

February 1970

RESEARCH GRANTS AWARDED 1 APRIL 1969 TO 31 DECEMBER 1970

Name of Recipient	Granting Body	Date of Grant	Period	Amount	Investigation	Comments
Dr J. P. Barber	The Nuffield Foundation		to 31.12.70	£700	South Africa's Foreign Policy	Brought from Exeter University
Professor R. K. Ham (Deceased)	Science Research Council	17.9.70	1.10.70–30.9.73	£23,865	Creep resistant materials	Withdrawn 30.11.70. No expenditure made
Professor L. J. Haynes	Shell Research and Bristol Laboratories			£215 (balance)	Personal research	Brought from the University of the West Indies
Professor R. M. Pengelly	Science Research Council	14.12.70 (Extension date)	1.10.68–30.9.71	£14,007	A programming system for symbolic algebra	Administered by the Queen's University, Belfast
Professor S. P. R. Rose	Medical Research Council	30.9.69	Three years from 1.10.69	£20,000 approx.	Environmental factors in regulation of amino acid and protein synthesis in the brain	Research facilities at Queen Elizabeth College, London, until January 1971
	Science Research Council	15.12.67	1.12.67–31.12.70 extended to 30.9.72	£8,898	Biochemistry of the octopus central nervous system	Brought from Imperial College, London

Name of Recipient	Granting Body	Date of Grant	Period	Amount	Investigation	Comments
Professor D. F. Swift	Office for Scientific and Technical Information	25.9.70	1.10.70–31.12.71	£8,425	Research and evaluation of past and present service of Sociology of Education Abstracts	
	Pergamon Press		to 31.12.70	£1,500 (balance)	Production of Abstracts in the Sociology of Education	Brought from Oxford University
Mr C. J. Tunstall	The Leverhulme Trust Fund	26.10.70	Four years	£20,000	Study of the International News Agency	
	International Publishing Corporation Limited	14.1.71	1971	£1,500	Research into the British Press	
Mr L. Wagner	The Nuffield Foundation	10.7.70	to 30.4.7:	£200	Financing systems of Minority Groups in the United Kingdom	
Dr R. C. L. Wilson	Natural Environment Research Council	1967	1.10.67–30.9.71 extended to 31.3.72	£900	Paragenetic patterns in Upper Jurassic Sediments of Western Europe	Brought from Kingston College

APPENDIX VIII

Statement of Accounts for the period

1st June 1969—31st March 1970

GENERAL REVENUE ACCOUNT FOR THE PERIOD 1 JUNE 1969 TO 31 MARCH 1970

NOTES		£	£
	GRANTS		
	Recurrent Grants in Aid received from the Department of Education and Science	937,000	
	Grants for Research	2,808	
			939,808
	EXPENDITURE		
1	Administration	158,051	
2	Regional Administration	47,156	
3/4	Academic Departments and Research	141,298	
5	Library	36,270	
6	Institute of Educational Technology	13,414	
7	Media Production and Development	31,968	
8	BBC Recurrent Expenditure	305,000	
9	Maintenance of Premises	42,536	
10/11	Student and Staff Facilities	3,411	
12/13	Miscellaneous	118,732	
14	Capital Expenditure and Minor Works	41,790	
			939,626
			182
	SHORT TERM INVESTMENT INCOME		10,971
			11,153
15	**ALLOCATION TO GENERAL RESERVE**		11,000
16	**BALANCE AT 31 MARCH 1970**		£ 153

BALANCE SHEET AS AT 31 MARCH 1970

NOTES		£	£
	CAPITAL ASSETS at Cost		
17	Site Development	483,061	
18	Furniture and Equipment	213,932	
19	Library Books	25,181	
			722,174
20/25	CAPITAL PAYMENTS TO THE BBC		368,442
			1,090,616
21	SOURCES OF CAPITAL FINANCE		
	Grants-in-aid from the Department of Education and Science for capital projects	1,080,826	
	Donations	9,790	
			1,090,616
	CURRENT ASSETS		
	Stocks at cost	775	
	Debtors and prepayments	45,942	
	Bank balance and cash	39,867	
			86,584
	Less:		
	CURRENT LIABILITIES		
22	Creditors	69,431	
	Provision for renewals	6,000	
			75,431
	NET CURRENT ASSETS		11,153
	SOURCES OF REVENUE FINANCE		
15	General Reserve	11,000	
16	General Revenue Account	153	
			£11,153

SIR PAUL CHAMBERS, Treasurer
J. H. AUSTIN, Finance Officer

NOTES TO THE STATEMENT OF ACCOUNTS
31 MARCH 1970

	£
1 ADMINISTRATION	
Salaries	81,390
Printing, Stationery and Consumables	19,696
Telephone and Postage	9,563
Prospectus and Leaflets	31,959
Advertising and Publicity	4,828
Travel	3,030
Data Processing Costs	4,855
Other Expenses	2,730
	158,051
2 REGIONAL ADMINISTRATION	
Salaries	38,065
Consumables	1,758
Telephone	3,099
Travel	4,234
	47,156
3 ACADEMIC FACULTIES AND RESEARCH	
Salaries	125,474
Consumables	6,026
Travel	5,587
Foundation Course Expenses	1,403
Sponsored Research Expenditure (Note 4)	2,808
	141,298
4 SPONSORED RESEARCH EXPENDITURE	
Medical Research Council	1,639
National Environment Research Council	85
Nuffield Foundation	583
Science Research Council	501
	2,808
5 LIBRARY	
Salaries	6,634
Books and Periodicals	28,286
Other Expenses	1,350
	36,270

NOTES TO THE STATEMENT OF ACCOUNTS
31 MARCH 1970

		£
6	**INSTITUTE OF EDUCATIONAL TECHNOLOGY**	
	Salaries	11,271
	Other Expenses	2,143
		13,414
7	**MEDIA PRODUCTION AND DEVELOPMENT**	
	Salaries	17,743
	Consumables	13,424
	Travel	801
		31,968
8/25	**BBC RECURRENT EXPENDITURE**	305,000
9	**MAINTENANCE OF PREMISES**	
	Salaries	5,122
	Rates	2,369
	Rents and Insurances	23,620
	Heat, Light, Water and Power	3,165
	Transport	1,265
	Security and Cleaning	5,965
	Maintenance of Buildings	1,030
		42,536
10	**STUDENT AND STAFF FACILITIES**	
	Catering Service Revenue Account—Deficit (Note 11)	1,867
	Other Expenses	1,544
		3,411
11	**CATERING SERVICE REVENUE ACCOUNT**	
	Income from Sales	
	Cafeteria	2,763
	Bar	220
	Vending Machines	219
		3,202

NOTES TO THE STATEMENT OF ACCOUNTS
31 MARCH 1970

		£
	Less:	
	Expenditure	
	Salaries	2,931
	Food and Beverages	1,752
	Consumables	265
	Maintenance of Equipment	78
	Other Expenses	43
		5,069
	Deficit for the period	1,867

12 MISCELLANEOUS

	£
Consultants	61,232
Recruitment Advertising	29,150
Removal Expenses	11,972
Provision for Renewals (Note 13)	6,000
Interview Expenses	3,807
Disturbance Allowances	2,599
Hospitality	3,402
Miscellaneous	570
	118,732

13 PROVISION FOR RENEWALS

	£
Provision for Renewals made from revenue during the period	6,000
Balance at 31 March 1970	6,000

No provision has been made for the depreciation of capital assets.
A provision for renewals has been establis. ɔd to finance the replacement of furniture and equipment which would not normally be financed by the Department of Education and Science.

14 CAPITAL EXPENDITURE AND MINOR WORKS met from Revenue

Science Terrapin	13,451
Walton Hall	18,027
Others	10,312
	41,790

NOTES TO THE STATEMENT OF ACCOUNTS
31 MARCH 1970

15 GENERAL RESERVE

	£
Allocation from general revenue for the period ended 31 March 1970	11,000
Balance at 31 March 1970	11,000

16 GENERAL REVENUE ACCOUNT

Balance on the General Revenue Account for the period ended 31 March 1970	153
Balance at 31 March 1970	153

CAPITAL EXPENDITURE excluding expenditure met from General Revenue	Building Works £	Consultants' Fees £	Other £	Total £
17 SITE DEVELOPMENT				
Walton Hall	20,000			20,000
Staff Clubroom	9,790			9,790
Faculty Block	166,546	17,620		184,166
Catering Block and Boilerhouse	63,148	7,285		70,433
Science Preparation Laboratories	76,153	5,591		81,744
East Building	65,396	51,032		116,428
Model		500		500
	401,033	82,028		483,061
18 FURNITURE AND EQUIPMENT				
Furniture				
Walton Hall			5,252	5,252
Faculty Block			37,514	37,514
Catering Block			15,178	15,178
Regional Offices			9,685	9,685
East Building			10,301	10,301
Equipment				
Office Equipment			18,348	18,348
Faculties and Libraries			2,755	2,755
Boilerhouse			15,038	15,038
Science Preparation Laboratories			19,698	19,698

NOTES TO THE STATEMENT OF ACCOUNTS
31 MARCH 1970

				£	£
	Media and Audio Visual			74,379	74,379
	Vehicles and Plant			5,784	5,784
				213,932	213,932
19	LIBRARY BOOKS			25,181	25,181
20	BBC CAPITAL EXPENDITURE			368,442	368,442
	TOTAL	401,033	82,028	607,555	1,090,616
21	SOURCES OF CAPITAL FINANCE				
	D.E.S. NON-RECURRENT GRANTS IN AID				
	Prior to 1.6.69	11,143	12,352	39,231	62,726
	Received from 1.6.69 to 31.3.70	380,100	68,631	549,265	997,996
	Received after 31.3.70		1,045	19,059	20,104
		391,243	82,028	607,555	1,080,826
	DONATIONS				
	Staff Clubroom	9,790			9,790
	TOTAL	401,033	82,028	607,555	1,090,616

22 CREDITORS
Provision has been made for creditors only to the extent that they were financed from recurrent grants; expenditure financed from capital sources is brought into account as and when it is paid.

23 UNIVERSITY SITE
The University is still awaiting the completion of the lease from the Milton Keynes Development Corporation in respect of its site at Walton Hall.

24 CAPITAL COMMITMENTS
There were significant capital commitments at 31 March 1970 for which non-recurrent grants-in-aid had been approved.

NOTES TO THE STATEMENT OF ACCOUNTS
31 MARCH 1970

25 PAYMENTS TO THE BBC

Payments to the BBC in the period to 31 March 1970 amounted to £673,000. At the 31 March 1970 there was an unexpended balance in the hands of the BBC amounting to £102,374 made up as follows:—

Non-Recurrent Grants unexpended	106,023
Deduct Recurrent Costs not yet met	3,649
	£102,374

26 TRANSACTIONS DURING THE PERIOD PRIOR TO 1 JUNE 1969

Before the 1 June 1969 the Department of Education and Science was responsible for making payments on behalf of the Open University.
In respect of capital assets £62,726 was expended and is included in the Balance Sheet. In respect of recurrent expenditure £22,001 was applied in meeting BBC recurrent costs prior to the 31 March 1969. A further £23,000 from recurrent grants-in-aid was applied in meeting revenue expenditure during the period 1 April 1969 to 30 May 1969 and, therefore, the recurrent grant-in-aid available to the University was reduced from £960,000 to £937,000.

27 CONTINGENT LIABILITIES

There were contingent liabilities amounting to £3,100 in respect of guarantees given on behalf of staff house purchase assistance.

28 CHARTER

The University received its Charter on the 30 May 1969.

In our opinion:
the accounts and notes set out on pages 151 to 160 give a true and fair view of the source and disposition of the funds of the University as at 31 March 1970 and of its income and expenditure for the period ended on that date, and monies expended during the period out of non-recurrent grants received from the Department of Education and Science have been properly applied for the purposes for which they were given.

PRICE WATERHOUSE & CO.
Chartered Accountants.

3 Frederick's Place,
Old Jewry,
London, E.C.2.

25 February 1971

APPENDIX IX

Statement of Accounts for the period

1st April–31st December 1970

GENERAL REVENUE ACCOUNT FOR THE PERIOD
1 APRIL — 31 DECEMBER 1970

Period to 1 March 1970 (See Note 2) £	Notes		£	£	£
		INCOME			
		Recurrent Grants in Aid Received from the Department of Education and Science—			
		Basic Recurrent Grant	2,065,000		
		Supplementary Earmarked Grants:			
		Academic Staff Salary Awards	58[illegible]		
		Technical Staff Salary Award	4,[illegible]6		
		BBC Costs	74,000		
		Rates	11,969		
937,000				2,214,531	
2,808		Grants for Research		8,823	
—		Miscellaneous Sales and Other Income		1,034	
939,808					2,224,388
		EXPENDITURE			
158,051	3	Administration		347,169	
47,156	4	Regional Administration		207,429	
141,298	5/6	Academic Departments and Research		452,235	
36,270	7	Library		47,185	
13,414	8	Institute of Educational Technology		54,494	
31,968	9	Media Production and Development		74,990	
305,000		BBC Recurrent Expenditure		746,000	
42,536	10	Maintenance of Premises		103,211	
3,411	11/12	Staff and Student Facilities		12,061	
118,732	13	Miscellaneous		91,707	
41,790	14	Capital Expenditure and Minor Works		87,133	
939,626					2,223,614
182					774
10,971		SHORT TERM INVESTMENT INCOME			18,210
11,153					18,984
—		GENERAL REVENUE ACCOUNT BALANCE at 1 APRIL 1970			153
11,153					19,137
11,000	25	ALLOCATION TO GENERAL RESERVE			18,210
153	25	BALANCE AT 31 DECEMBER 1970			927

BALANCE SHEET AS AT 31 DECEMBER 1970

Period to 31 March 1970 (See Note 2) £	Notes		£	£
		CAPITAL ASSETS at Cost		
498,099	15	Site Development	953,284	
198,894	16	Furniture and Equipment	619,987	
25,181	17	Library Books	25,791	
				1,599,062
368,442	18/20	CAPITAL PAYMENTS TO THE BBC		503,442
1,090,616				2,102,504
	19	SOURCES OF CAPITAL FINANCE		
		Grants in Aid from the Department of Education		
1,080,826		and Science for capital projects	2,090,536	
9,790		Donations	11,968	
1,090,616				2,102,504
		CURRENT ASSETS		
775		Stocks at Cost	9,219	
45,942	21	Debtors and Prepayments	646,429	
—		Short term deposits	761,000	
39,867		Bank Balances and Cash	37,159	
86,584				1,453,807
		Less		
		CURRENT LIABILITIES		
69,385		Creditors	285,457	
—	22	Income Received in Advance	979,603	
—	23	Suspense Balances	91,854	
6,046	24	Committed Funds	66,756	
				1,423,670
75,431		NET CURRENT ASSETS		30,137
11,153	25	SOURCES OF REVENUE FINANCE		30,137

NOTES TO THE STATEMENT OF ACCOUNTS
31 DECEMBER 1970

1 ACCOUNTING BASES

The University has adopted the following bases of accounting:

(a) Income from students. Registration and exemption fees received from students in 1970 for tuition in 1971 have been treated as properly relating to 1971 and are shown as income received in advance in the Balance Sheet (see Note 22).

(b) All payments made in 1970 relating to the supply of course materials and home experiment kits for 1971 courses are shown in the Balance Sheet as expenditure relating to future years (see also (c) below and Note 21).

(c) Expenditure on items of equipment in home experiment kits is to be written off over a period not exceeding four years commencing with the year in which the kit is first used (Note 21).

(d) Deposits from students against the issue of home experiment kits have been treated as being in suspense, since they are refundable on the satisfactory return of the kit (Note 23).

(e) Course team development budgets in respect of courses due to be first presented in 1971 have been written off in 1970 and it is proposed to continue to write off such budgets in the accounting year preceding the year in which the course is first offered (Note 5).

(f) Budgetary provision was made in 1970 for Academic Research and to meet the costs of travel to overseas conferences and symposia. The total amount so provided has been charged as expenditure in 1970 and the unspent balance earmarked to meet future commitments (Note 24).

(g) A provision for renewals (Note 24) has been established to finance the replacement of furniture and equipment which would not normally be financed by the Department of Education and Science.

No other provision has been made for the depreciation of capital assets.

2 Although corresponding figures are shown for the preceding accounting period comparisons between apparently similar figures are likely to be misleading since the accounting periods were of different lengths (1969/70=ten months and 1970=nine months) and the rate of development differed very significantly. Both periods related to the initial development of the University and neither is representative of an operational year.

NOTES TO THE STATEMENT OF ACCOUNTS
31 DECEMBER 1970

Period to 31 March 1970 (See Note 2) £		£
	3 ADMINISTRATION	
81,390	Salaries	177,423
19,696	Printing, Stationery and Consumables	36,015
9,563	Telephone and Postage	37,827
31,959	Prospectus Study Guide and Leaflets	42,250
4,828	Advertising and Publicity	1,976
3,030	Travel and Committee Expenses	7,048
4,855	Data Processing Costs	31,385
2,730	Audit and Legal Fees	8,791
	Other Expenses	4,454
158,051		347,169
	4 REGIONAL ADMINISTRATION	
38,065	Salaries	150,711
1,758	Consumables	13,012
3,099	Telephone and Postage	10,045
4,234	Travel	10,662
—	Admission Counselling	2,847
—	Tutorial Service and Counselling	15,748
—	Other Expenses	4,404
47,156		207,429
	5 ACADEMIC FACULTIES AND RESEARCH	
125,474	Salaries	349,304
6,026	Consumables	27,204
5,587	Travel	16,572
1,403	Course Preparation Costs (including £14,200 allocated to committed funds, see Notes 1 (e) and 24)	30,336
—	Faculty Research (including £9,300 allocated to committed funds, see Notes 1 (f) and 24)	10,685
2,808	Sponsored Research Expenditure (Note 6)	8,823
—	Student Computing Service (Maths Faculty)	7,166
—	Other Expenses	2,145
141,298		452,235

NOTES TO THE STATEMENT OF ACCOUNTS
31 DECEMBER 1970

Period to 31 March 1970 (See Note 2)		
£	**6 SPONSORED RESEARCH EXPENDITURE**	£
—	Information for Education Limited	622
1,639	Medical Research Council	4,745
85	National Environment Research Council	527
583	Nuffield Foundation	90
—	Department of Education and Science office for Scientific and Technical Information	1,475
501	Science Research Council	1,364
2,808		8,823
	7 LIBRARY	
6,634	Salaries	13,845
28,286	Books and Periodicals	31,640
1,350	Other Expenses	1,700
36,270		47,185
	8 INSTITUTE OF EDUCATIONAL TECHNOLOGY	
11,271	Salaries	35,599
2,143	Consumables	4,492
—	Travel	971
—	Research (including £4,600 allocated to committed funds, see Notes 1 (f) and 24)	13,432
13,414		54,494
	9 MEDIA PRODUCTION AND DEVELOPMENT	
17,743	Salaries	41,562
13,424	Consumables	31,491
801	Travel	1,937
31,968		74,990

NOTES TO THE STATEMENT OF ACCOUNTS
31 DECEMBER 1970

Period to 31 March 1970 (See Note 2)		
£	**10 MAINTENANCE OF PREMISES**	£
5,122	Salaries	10,268
23,620	Rent and Insurances	39,888
2,369	Rates	11,556
3,165	Heat, Light, Water and Power	11,755
1,030	Maintenance of Buildings	8,189
1,265	Transport	4,840
5,965	Security and Cleaning	16,715
42,536		103,211
	11 STUDENT AND STAFF FACILITIES	
1,867	Catering Service—Deficit (Note 12)	5,162
—	Ground Maintenance	4,154
1,544	Other Expenses	2,745
3,411		12,061
	12 CATERING SERVICE REVENUE ACCOUNT	
	Income from sales	
2,763	Cafeteria	9,048
220	Bar	2,250
219	Vending Machines	2,161
3,202		13,459
	Less:	
	Expenditure	
2,931	Salaries	6,117
1,752	Food and Beverages	10,818
265	Consumables	1,133
78	Maintenance and Replacement Costs	327
43	Other Expenses	226
5,069		18,621
1,867	Deficit for the period	5,162

NOTES TO THE STATEMENT OF ACCOUNTS
31 DECEMBER 1970

Period to 31 March 1970		
£	**13 MISCELLANEOUS**	£
61,232	Consultants	13,530
29,150	Recruitment Advertising	24,264
3,807	Interview Expenses	6,552
11,972	Removal Expenses	12,255
2,599	Disturbance Allowances	1,498
3,402	Hospitality	5,349
—	Overseas Travel Fund (including £3,520 allocated to committed funds, see Notes 1 (f) and 24)	4,999
6,000	Provision for Renewals (Note 24)	22,000
570	Other Expenses	1,260
118,732		91,707
	14 CAPITAL EXPENDITURE AND MINOR WORKS	
	Permanent Buildings on Main Site	
18,027	Walton Hall	3,720
13,451	Science Terrapin	4,573
	Science Preparation Laboratory	1,103
	Temporary Buildings on Main Site	
	RAF Hut	17,281
	Wimpey 1	17,012
	Wimpey 2	14,737
10,312	Other	
	Minor Site Works	2,800
	The Mount, Simpson	1,506
	Miscellaneous Equipment	21,700
	Other Minor Works Expenditure	2,701
41,790		87,133

NOTES TO THE STATEMENT OF ACCOUNTS
31 DECEMBER 1970

CAPITAL EXPENDITURE (excluding expenditure met from General Revenue)	Total to 31.3.70 £	Details of Expenditure to 31.12.70 Building Works £	Fees £	Other £	Total £	Total at 31.12.70 £
15 SITE DEVELOPMENT						
Walton Hall	20,000					20,000
Staff Clubroom	9,790	2,178			2,178	11,963
Faculty Block	184,166		4,273		4,273	188,439
Catering Block and Boilerhouse	85,471					85,471
Science Preparation Laboratories	81,744	10,348			10,348	92,092
East Building and Common Room	116,428	377,562	35,257		412,819	529,247
Model	500					500
Faculty Block Extension			88		88	88
Site Works		25,214	265		25,479	25,479
	498,099	415,302	39,883		455,185	953,284
16 FURNITURE AND EQUIPMENT						
Furniture—						
Walton Hall	5,252					5,252
Faculty Block	37,514					37,514
Catering Block	15,178			528	528	15,706
Science Preparation Laboratories				11,210	11,210	11,210
East Building and Common Room	10,301			50,800	50,800	61,101
Regional Offices	9,685			29,144	29,144	38,829
Equipment—						
Administrative	18,348			17,126	17,126	35,474
Telephone Installation				42,488	42,488	42,488
Correspondence Services				26,160	26,160	26,160
Faculties and Library	2,755			11,572	11,572	14,327
Science Preparation Laboratories	19,698			78,985	78,985	98,683
Media and Audio Visual	74,379			94,637	94,637	169,016
Vehicles and Plant	5,784			5,449	5,449	11,233
Student Computing Service				52,994	52,994	52,994
	198,894			421,093	421,093	619,987
17 LIBRARY BOOKS	25,181			610	610	25,791

NOTES TO THE STATEMENT OF ACCOUNTS
31 DECEMBER 1970

18 BBC CAPITAL EXPENDITURE	£	£	£	£	£	£
(Note 20)	368,442			135,000	135,000	503,442
TOTAL	1,090,616	415,302	39,883	556,703	1,011,888	2,102,504

19 SOURCES OF CAPITAL FINANCE

	Total to 31.3.70	Details of Capital Finance to 31.12.70 Building Works	Consultants Fees	Other	Total	Total at 31.12.70
	£	£	£	£	£	£
DES NON-RECURRENT GRANTS IN AID						
Received prior to 31.3.1970	1,060,722					1,060,722
Receivable at 31.3.1970	20,104					20,104
Received from 1.4.70 to 31.12.70		404,999	34,626	488,538	928,163	928,163
Received after 31.12.70		8,125	5,257	68,165	81,547	81,547
						2,090,536
DONATIONS						
Staff Clubroom	9,790	2,178			2,178	11,968
TOTAL	1,090,616	415,302	39,883	556,703	1,011,888	2,102,504

NOTES TO THE STATEMENT OF ACCOUNTS
31 DECEMBER 1970

Period to 31 March 1970 (See Note 2)	Notes			
	20	**PAYMENTS TO THE BBC**		
		At 31 December 1970 there was an unexpended balance of non-recurrent funds in the hands of the BBC amounting to £51,000.		
£	21	**DEBTORS AND PREPAYMENTS**	£	£
13,186		Pension Scheme Prepayments		69,169
		Expenditure Relating to Future Years (Note 1 (b))		
—		Home Experimental Kit Components	403,974	
—		Course Materials and Postage	57,776	
				461,750
—		Temporary Advance to meet Capital Expenditure		81,547
32,756		Other Debtors		33,963
45,942				646,429
	22	**INCOME RECEIVED IN ADVANCE**		
		Department of Education and Science Grant		732,969
		Student Registration Fees (Note 1 (a))		243,958
		Student Exemption Fees (Note 1 (a))		2,676
				979,603
	23	**SUSPENSE BALANCES**		
		Student Kit Deposits (Note 1 (d))		66,920
		Donation for Capital Purposes not yet applied		20,888
		Other Suspense Balances		4,046
				91,854

			Addition in 1970	Balance 31 December 1970
	24	**COMMITTED FUNDS**	£	£
6,000		Provision for Renewals (Note 1 (g))	22,000	28,000
		Insurance Provision	5,000	5,000
		Overseas Travel Fund (Note 1 (f))	3,520	3,520
		University Research Fund (Note 1 (f)	15,900	15,900
		Course Preparation Provision (Note 1 (e))	14,200	14,200
46		Student Scholarship Fund	90	136
6,046			66,710	66,756

NOTES TO THE STATEMENT OF ACCOUNTS
31 DECEMBER 1970

Period to 31 March 1970 (See Note 2)	Notes			
£	25	SOURCES OF REVENUE FINANCE	£	£
153		General Revenue Account	774	927
11,000		General Reserve	18,210	29,210
11,153			18,984	30,137

AUDITOR'S REPORT TO THE COUNCIL OF THE OPEN UNIVERSITY

In our opinion:
the accounts and notes set out on pages 161 to 173 give a true and fair view of the source and disposition of the funds of the University as at 31 December 1970 and of its income and expenditure for the period ended on that date. Monies expended during the period out of non-recurrent grants received from the Department of Education and Science have been properly applied for the purposes for which they were given.

PRICE WATERHOUSE & CO.
Chartered Accountants

3 Frederick's Place,
Old Jewry,
London EC2R 8DB
21st December 1971

APPENDIX X

THE OPEN UNIVERSITY'S FUTURE CONTRIBUTION TO HIGHER EDUCATION:

CORRESPONDENCE WITH THE DEPARTMENT OF EDUCATION AND SCIENCE

The following statement on correspondence between the University and the Department of Education and Science on the subject of the University's future contribution to higher education was released on 10 November 1970.

'On 12 August, the University was informed by the Department of Education and Science that the Government would make grants-in-aid to enable the University to continue its plans to enrol 25,000 students for 1971. The Department of Education and Science letter also stated that the Government "in the context of their continuing examination of public expenditure" wished to consult the University about "the contribution that it can make to the development of higher education provision in the future".

The Council of the University has considered this question and replied as follows:

"*The Contribution that the Open University can make to the Development of Higher Education Provision in the Future*"

1 Council wishes to emphasise that it has broadly interpreted this phrase in your letter, including in its consideration all the pertinent aspects of the total higher education provision in the country.

2 Council wishes to reaffirm what was implicit both in the Report of the Planning Committee and in the first prospectus, namely that it sees the Open University in the future playing a major role in:

(a) the provision of courses, leading to first degrees, to be studied on a part-time basis by mature students in full employment, and

(b) the provision of 'continuing education' whereby a series of updating, in-post, refresher or post-experience courses is made available to adults who increasingly require them in order to keep pace with the accelerating rate of growth of knowledge both technical and non-technical, as made evident for example in the Swann Report.

In fulfilling both of these roles, the Open University would be making contributions of very great social and economic importance to the nation; and Council would be gravely concerned at any change which compromised these contributions.

3 As you know, the Open University has not yet started its first teaching year although preparations to do so are already at an advanced stage.

In the opinion of Council no substantial modification of a major innovatory programme, as yet neither tested nor validated, should be of such a character as to jeopardise the success of the programme.

4 Nevertheless Council fully recognises the problem facing the Government, particularly in the latter half of the decade, from the anticipated increase in the demand for higher education from qualified school-leavers. Council wishes to make it clear that it would wish to see the Open University help with the solution of this problem in all appropriate ways.

5 The current plans of the Open University will result in new teaching materials, both in printed form and in recorded form, becoming available; furthermore these materials themselves form part of a new method or system of teaching. Council wishes to draw attention to the possibility that other institutions of higher education might find that the selective use of these new methods and materials made it possible for them to increase their provision in terms of student numbers.

6 Council wishes to suggest that the solution of the national problem may not rest simply upon a separate expansion of the conventional systems of higher education on the one hand and special provision through the Open University on the other hand. A valid alternative might be found in providing students with an education that combined both types of experience. Council therefore suggests that:

(a) the Open University consider the practicability of mounting pilot experiments along these lines in association with one or more conventional institutions of higher education and

(b) discussions be started to explore the implications of introducing a more widespread combination of both forms of education.

7 The University is willing to examine, as a matter of urgency, the extent to which it could, by admitting qualified school-leavers, contribute directly to the solution of the national problem, but must point out:

(a) that this could only be done with the goodwill and co-operation of the other institutions of higher education which must therefore be consulted;

(b) that the examination would necessarily involve small-scale pilot studies to determine whether such students would succeed in the Open University system of education;

(c) that there would be a need to determine how much demand for the Open University system of education would emanate from qualified school-leavers, and

(d) that the examination would necessarily include a study of the implications of admitting qualified school-leavers without, at the same time, extending the provision of opportunity to unqualified school-leavers."

The Department of Education and Science has now replied as follows:

"The Secretary of State welcomes the University's willingness to consider the practicability of mounting pilot experiments in association with other institutions of higher education, aimed at combining the different types of courses offered, viz part-time courses in the Open University and full-time courses elsewhere; and, moreover, to examine urgently the extent to which it could by admitting qualified school-leavers, help directly to meet the increasing demand for higher education. It will be greatly appreciated if the University will carry out the necessary consultations as soon as possible, with a view to reporting their conclusions by May 1971."